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UNIVERSITY EXTENSION DIVISION

University of North Carolina Extension Bulletin

CORRESPONDENCE INSTRUCTION CATALOGUE

1924-1925

BUREAU OF CORRESPONDENCE INSTRUCTION

THE UNIVERSITY OF NORTH CAROLINA PRESS
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CHAPEL HILL, N. C.

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UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

Published by the University of North Carolina twice a month, September, October, November, December, and once a month, January, February, March, April, May, June.

Succeeding and combining UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS, Volumes I-IV, and THE UNIVERSITY OF NORTH CAROLINA RECORD, EXTENSION SERIES 1-41.

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BUREAU OF CORRESPONDENCE INSTRUCTION

General Information

Correspondence Study has been designed to give everyone who cannot attend the University of North Carolina an opportunity to get some of the advantages of instruction and culture that may be a help to him. To those who desire to study for degrees or teachers' certificates, for cultural or vocational purposes, the correspondence study method offers an excellent opportunity.

Correspondence study is simply a method of learning through the study of textbooks, and answering in writing the questions asked in each lesson assignment. Each assignment contains: (a) Full directions for study, including references to textbooks by chapter and page; (b) suggestions and helps of the instructor; (c) questions to test the student's method of work and his understanding of the work done. When a student has registered for a course three assignments are sent him. He does the work outlined in the first assignment and sends his paper to the Extension Division and then begins work on the second assignment. Upon receipt of each completed assignment from the student the Extension Division sends him a new assignment. At the University each paper is corrected and graded by a member of the faculty and then returned to the student. While it is *very* desirable that the student send in work regularly, at least one assignment each week, he has the privilege of sending it in as he is able to complete it.

Correspondence Instruction is no longer an experiment but is an assured success. This fact is testified to by University instructors and by earnest and enthusiastic students.

It is not the purpose of correspondence study to discourage study in residence. On the contrary, it is believed that many who thus become interested in continuing their education will be led to avail themselves of residence study. In residence the stu-

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dent comes into personal contact with teachers and a large body of students. The constant contact with scholarly and cultured people has always been looked upon as a prime factor in the rounded education of young people.

However, to quote the *University of Texas Bulletin:* " . . . Correspondence study offers substantial advantages. In correspondence instruction the teaching is entirely individual; each student comes into individual relation with the instructor in a way impossible in the crowded class-room. He recites the whole of every lesson with a consequent advantage to himself that is obvious. Full opportunity is given to discuss all difficulties in writing, and this written discussion in itself affords valuable training. Further, a correspondence student is not hampered by the usual time regulations; he may take up study at his convenience without awaiting the fixed date of a college term."

Quoting from the *University of Oregon Monitor:* "Those who find their only opportunity for study in the correspondence method should never feel apologetic or unfortunate. Dr. Harper, once president of the University of Chicago, long ago discovered that 'the work done by correspondence is even better than that done in the classroom.' The University of Pittsburgh reports that many correspondence-study students testify that their correspondence-study work meant more to them than work in residence. The University of Oregon and scores of other Universities and colleges including the Universities of Wisconsin, Chicago, Indiana, California, Minnesota and North Carolina, endorse the method by granting college credit to their successful correspondence students. The correspondence method, then, is a valid, practicable, approved method of study and instruction."

CREDIT

Unless otherwise noted, all courses offered count toward the A.B. degree. Some courses are credited toward B.S. degrees. No courses offered count toward the master's degree.

To work out a systematic plan for taking correspondence instruction toward the A.B. degree, study carefully the *Residence*

Requirements for the Degree of Bachelor of Arts found on pages 10-11. Courses marked with an asterisk (*) are given by correspondence. The other courses listed in this catalogue are electives.

The State Department of Public Instruction at Raleigh will, in accordance with their regulations, credit all courses listed in this catalogue toward *state teachers' certificates.*

Entrance Requirements

If *degree credit* is desired, an applicant for correspondence work must meet the University entrance requirements and be enrolled in the University. These entrance requirements state that an applicant must have at least fifteen units from an accredited high school. The high school record must be transferred to the University on a blank that will be furnished for the purpose. An applicant for advanced standing may be ranked as a sophomore, junior, or senior when credit for work taken at other colleges has been properly transferred to the University and accepted by the examining committee.

If *certification credit only* is desired, correspondence courses may be taken by any teacher who holds a Standard State Certificate. This means any certificate except the One-year Temporary, Provisional A, and Provisional B. When working for certification credit only it is not necessary to enroll in the University. However, this is necessary when both degree and certification credit are desired. By enrolling in the University it is possible to take correspondence courses that count for both degree and certification credit at the same time.

Amount of Credit

Each subject listed in this catalogue as "Credit, 1 course" corresponds to one-ninth of a year of regular college work or, in terms of certification credit, three and one-third semester hours. Each subject listed as "Credit, ½ course" corresponds to one-eighteenth of a year of work in the University or two semester hours of certification credit. Thirty semester hours are considered a year of college work, which is the credit necessary to

raise a certificate one class. The quickest and best method of raising a certificate is to combine correspondence instruction with summer school and extension class work.

The State Department of Public Instruction will accept six semester hours of extension work as the equivalent of one summer school if registration is made before October 1, 1924. After that date the summer school unit will be seven and one-half semester hours. However, teachers who complete one summer school unit in extension before October 1, 1924 will be allowed a summer school unit for each six semester hours of work until the certificate has been raised one class. As announced in the *Regulations Governing Certificates for Teachers, 1924,* it is the plan of the State Department of Public Instruction to place summer school work also on the basis of seven and one-half semester hours.

Length of Courses

Each correspondence course has been developed by a member of the faculty so that it parallels a course given in residence in the same subject and covers an equal amount of work for which equal credit is given. Although it may vary, a correspondence course which gives one-half course credit has about sixteen assignments and one which gives one course credit about twenty-seven assignments. Each assignment covers approximately two days of residence work. On such assignments a student is expected to put approximately six hours or else sufficient time to do the work in the best possible manner. Where there are a small number of assignments in a course each assignment covers several days of residence work. The number of assignments in a course is really incidental, since the total amount of work for a unit of credit is always the same.

Without Credit

Those who desire to take correspondence courses but do not wish degree credit may register for such, provided they can demonstrate their ability to carry on the work satisfactorily.

Transferring Credit

A record of the extension work completed towards a degree will be transferred to another institution, when this request is

made by the student. For its own degrees the University of North Carolina makes no distinction between credit obtained in extension and that obtained in residence, except that there is a limit to the amount of extension work that can count towards a degree. But the University cannot determine the policy of other institutions in reference to accepting towards their degrees credit for work completed in extension elsewhere. There are very few standard colleges or universities at this time, however, that do not accept credit for work completed through extension instruction in other standard colleges or universities.

The Extension Division will transfer credit to the State Department of Public Instruction to be applied towards teachers' certificates when requested to do so by the student. The State Department has requested the Division to transfer credit for this purpose only at two stated times during the year—June 30 and September 30. Unless the work is completed before October 1, credit will not be allowed by the State Department as of the July preceding but will be carried forward to the July next succeeding.

Notices for Teachers

School teachers with sufficient ability and experience, who are working for certification credit, may take junior and senior correspondence courses though they may be technically rated as freshmen or sophomores. Eligibility of a teacher to take such correspondence courses will be decided by the head of the department and the dean of the school under which the subject is given.

Teachers who need *professional* courses must be sure to choose them in their own professional field. For instance, a primary teacher should not take a course in High School Methods.

Fees

A fee of six dollars and a half ($6.50) is charged for each half course (subject); a fee of twelve dollars ($12) is charged for one course. No fees or parts of fees can be refunded after a course is once begun. A registration fee holds good for twelve months only. If it is desired to continue a course not completed

within that time a renewal fee of two dollars ($2) for each half course and three dollars ($3) for each whole course will be required in order to extend the time for three months. Only two extensions of three months each will ordinarily be allowed.

Textbooks

Textbooks are purchased by the students themselves, usually through the Extension Division. When a student has finished a course the Extension Division will repurchase books which are in good condition if the student desires to sell them, provided the course has not been discontinued. Upon application to the Extension Division reference books for supplementary reading may be borrowed from the University Library.

RULES GOVERNING CORRESPONDENCE WORK

1. Not more than two courses (subjects) may be carried at one time and it is advisable to take one course and complete that before registering for another.

2. Students may enroll for correspondence work at any time during the year. However, it is important to register as early in the fall as possible (between September fifteenth and November first).

3. Work taken by correspondence must be completed within one year from date of registration or a renewal fee will be required.

4. Those who wish credit must take a final examination upon the completion of all assignments in a course. This examination may be taken either at the University or at home under conditions approved by the University.

5. It is desirable that students send in at least one assignment per week.

6. A subject previously taken in any institution for which either degree or certification credit has already been given can not be taken for credit by correspondence.

7. One year of residence work is required by the University before any degree will be granted.

8. Not more than the equivalent of one year of residence work, which is nine whole courses (30 semester hours), may be earned by correspondence study. One-half of this amount is the maximum of correspondence work that may be completed in any twelve-month period.

THE HONOR SYSTEM

Correspondence courses, like residence courses, are on the honor basis. The student body of the University has through a century of traditions developed an honor spirit and an honor system. A student who plagiarizes, copies, cheats, or in any way does dishonest work is not only denied credit for the course but is also dismissed from the University by his fellow students. Work must be honest above all other qualities. Each correspondence student is on his honor to do only honest work.

To make certain that there be no semblance of dishonor it should be an unfailing habit *never* to use the textbook or any other materials or aids after the questions have been read.

No credit will be given for a course in case the student has been false to the pledge of honor.

HOW TO REGISTER FOR CORRESPONDENCE WORK

Read carefully all the preceding pages. Then look through the list of courses and select one or two which you need or in which you are most interested. Next fill out the application blank in the back of this bulletin; detach and mail to the University Extension Division, Chapel Hill, N. C.

EXTENSION CLASSES

Each year the University conducts a number of extension classes in many communities of the State. These classes usually meet one double period a week for sixteen weeks and are taught by members of the University faculty. There are two semesters in the extension class year: The first begins about October first and ends in January, the second begins February first and closes in May. Most of the subjects in the University curriculum can be given in extension classes. The following are some of the

subjects now being offered: Economics, Commerce, Education, English, History, Mathematics, Music, Philosophy, Psychology, French, Spanish, Rural Social Science, and Sociology.

The rules with regard to credit for extension class work are the same as those printed in this catalogue. Those not wishing credit are also eligible to take extension classes.

Any person or group wishing to organize an extension class should send in an application to the Extension Division as early as possible. The minimum number of students for which the Extension Division will organize a class is fifteen. The fee for each extension class, giving two semester hours credit and meeting sixteen double periods, is $10.00. A request for such a class should be accompanied by a statement of the probable enrollment, the general type of persons who wish to take the course, where the class will meet, who will have charge of local organization arrangements, and what particular course is desired. As many of these classes will be organized as the resources of the Extension Division will permit.

The new extension class catalogues are now off the press and persons interested should write the Extension Division for copies.

Through the summer postgraduate medical courses for doctors are conducted in a number of communities throughout the State. Courses that have been given successfully thus far are Pediatrics, Internal Medicine, and Pathology.

RESIDENCE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

This section is inserted so that correspondence students may select their courses in line with the requirements for the degree of Bachelor of Arts, should they desire to do so.

The course leading to the degree of Bachelor of Arts is designed to provide a general, well-rounded, liberal education.

In order to be recommended for the degree a student must pass satisfactorily thirty-six whole courses. In residence two

half courses are equivalent to one whole course. Nine whole courses (one year of college work) may be taken by correspondence instruction. At least one year in residence is required before a degree will be granted.

In the first two years the student pursues a more or less definite curriculum, taking nine courses each year according to the following plan:

Freshman Year

* English 1
* Mathematics 1-2
* History 1-2

Select two:
- Greek 3-4
- * Latin 1-2
- French 3-4
- German 3-4
- * Spanish 3-4

Sophomore Year

* English 3-4

Select one:
- Botany 1-2
- Chemistry 1-2
- Physics 1-2
- Zoology 1-2
- Botany 1 and Zoology 1

Select two:
- Greek 5
- Latin 3
- French 5
- * German 21
- * Spanish 5

Elective, 3 courses

Sophomore elective courses which are given by correspondence: Economics 1-2, 5; English 16, 20; French 4, 6; Geology 1; German 21; Government 1-2; History 3; Psychology 1-2; Sociology 1, 10; Spanish 3-4, 5, 6.

Junior and Senior Years

During the junior and senior years the work is on an elective basis, providing what is deemed a proper amount of concentration in study and, at the same time, a certain distribution of subjects.

The student may specialize in any one of eighteen University departments. Each year not less than three courses nor more than five courses may be elected in this department; the re-

* Given by correspondence instruction.

mainder of the year's work to make up nine courses must be elected in other departments. This program is to be worked out in consultation with the head of the department in which the student has decided to specialize.

Subjects which are given by correspondence instruction during the junior and senior years may be noted by glancing at the descriptions of the courses listed in this bulletin.

Courses of Instruction

SCHOOL OF COMMERCE

Economics

c 1. GENERAL ECONOMICS. Credit, 1 course.
PROFESSOR SPRUILL. Fee, $12.00.
Sophomore and Junior elective. *25 assignments.*

This course is designed to present the outlines of economic theory and to give the student an understanding of the general principles underlying our complicated industrial life. An analysis is made of the forces which operate in markets to determine value, and the features of the consumptive, productive, and distributive processes are presented.

c 2. GENERAL ECONOMICS. Credit, 1 course.
PROFESSOR SPRUILL. Fee, $12.00.
Sophomore and Junior elective. *27 assignments.*

This course is planned to present in a scientific way, the several economic problems which characterize our industrial system. Emphasis is placed on the practical phases of economic study. Money and banking, foreign exchange, foreign trade and tariff legislation, the monopoly problem, the labor situation and various schemes of economic reform constitute the chief topics of study.

c 5. ECONOMIC HISTORY. Credit, 1 course.
PROFESSOR SPRUILL. Fee, $12.00.
Sophomore and Junior elective. *27 assignments.*

The purpose of this study is to lead the student through the channel of history into the field of modern economy. Our present economic system is presented as a product of evolutionary processes. Special emphasis is placed on the development of the wage system, the ebb and flow of business activity, the expansion of markets, and the growth of capital, etc., as they have manifested themselves in English and American history.

NOTE: Unless otherwise stated in the descriptions of the courses, the "c" numbers are the same as in the University catalogue and also correspond to the "s" number in the summer school catalogue.

c 24. PRINCIPLES OF MARKETING. Credit, 1 course.
PROFESSOR BROWN. Fee, $12.00.
Prerequisite, Economics 1-2. *27 assignments.*

This course sets forth the principles underlying general marketing practice. The assignments relate to marketing facilities and services (such as transportation, warehousing, grading, financing, assembling, and distributing), marketing agencies and organizations, organized exchanges and future trading, and certain problems of competition and price policy.

c 30. LABOR PROBLEMS Credit, 1 course.
PROFESSOR ATKINS. Fee, $12.00.
Prerequisite, Economics 1-2. *27 assignments.*

A study of labor as a factor in the industrial process; of the wage system and employment problems; of immigration and poverty; of labor organizations, strikes, lockouts, arbitration, factory legislation, and industrial education.

Commerce

c 1. ACCOUNTING: PRINCIPLES. Credit, 1 course.
PROFESSOR PEACOCK AND Fee, $12.00.
MR. HEARN. Laboratory fee, $3.00.
Prerequisite or corequisite *27 assignments.*
Economics 1-2

Study of the theory of debit and credit, record making, organization of accounts and presentation of financial and profit and loss statements. Laboratory exercises in accounting problems and technique.

c 20. SALESMANSHIP. Credit, ½ course.
PROFESSOR TAYLOR Fee, $6.50.
Prerequisites or corequisites, Laboratory fee, $1.00.
Economics 1-2. *16 assignments.*
Psychology 1-2.

This course will include a careful analysis of the psychology of selling; the qualifications of a good salesman, and their development; the relative value of suggestion, persuasion, and argument in securing decision; the scientific analysis of a sale —the preapproach, the approach, the demonstration and consummation. Typical problems in selling at retail and wholesale and in marketing various types of specialties are presented.

c 22. ADVERTISING.
PROFESSOR TAYLOR.
Prerequisites or corequisites,
Economics 1-2.
Psychology 1-2.

Credit, 1 course.
Fee, $12.00.
Laboratory fee, $1.00.
27 assignments.

The course consists of a study of the psychological basis of advertising, the types of advertising, and their adaptation to the various lines of business, the relative value of the various advertising media, the mechanism of an advertisement and methods of testing effectiveness. Attention is also given to the work of planning and executing an advertising campaign and checking up the results. Practical problems are a part of the course.

c 36. INVESTMENTS.
PROFESSOR MATHERLY.
Prerequisite, Economics 1-2.

Credit, 1 course.
Fee, $12.00.
25 assignments.

A study of the various forms of investments with reference to their suitability for the different types of investors; the money market, its nature and the financial factors which influence the price movement of securities; elements of sound investments and methods of computing net earnings, amortization, rights and convertibles. The aim will be to train the student so he may be able to act efficiently in a financial capacity either as borrower or lender, as investor or trustee, or as fiscal agent of a corporation.

c 38. INSURANCE.
PROFESSOR LEAR.
Prerequisite, Economics 1-2.

Credit, 1 course.
Fee, $12.00.
27 assignments.

A general survey of the principles and methods of property, casualty, and life insurance; a special study of life insurance.

c 60. BUSINESS LAW.
PROFESSOR ATKINS.
Prerequisite, Economics 1-2

Credit, 1 course.
Fee, $12.00.
27 assignments.

The aim of the course is to give the student an understanding of the main principles of law which govern in the daily conduct of business. The topics discussed are: Contracts, agencies, negotiable instruments, sales, bailments, corporations, partnerships, and bankruptcy.

Allied Subjects

c 6. BUSINESS ENGLISH.
PROFESSOR HOWELL.
Prerequisite, English 1.
Sophomore, Junior, and Senior elective.

Credit, ½ course.
Fee, $6.50.
16 assignments.

A course in the vocabulary, forms, and literature of the business profession with special attention to letters of application and inquiry, routine, collection, adjustment and sales letters, business reports, and technical articles. Specimen letters are studied and criticized and actual business problems solved through written work. (This course parallels English 20 under Department of English in University catalogue except that it is a half course).

SCHOOL OF EDUCATION

Education

c 1a. FUNDAMENTALS OF EDUCATION.
PROFESSORS JORDAN AND STEVENS.
Sophomore course.

Credit, ½ course.
Fee, $6.50.
16 assignments.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions.

c 1b. FUNDAMENTALS OF EDUCATION.
PROFESSORS JORDAN AND STEVENS.
Sophomore course.

Credit, ½ course.
Fee, $6.50.
16 assignments.

Continuation of c 1a.

c 2a. PRINCIPLES OF EDUCATION.
PROFESSOR.....
Sophomore course.

Credit, ½ course.
Fee, $6.50.
16 assignments.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: first, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not.

c 2b. PRINCIPLES OF EDUCATION. Credit, ½ course.
PROFESSOR..... Fee, $6.50.
Sophomore course. *16 assignments.*

Continuation of c 2a.

c 4a. EDUCATIONAL SOCIOLOGY. (See Sociology c 4a.)

c 4b. EDUCATIONAL SOCIOLOGY. (See Sociology c 4b.)

c 20a. EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
PROFESSOR JORDAN. Fee, $6.50.
Junior-Senior course. *16 assignments.*

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement.

c 20b. EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
PROFESSOR JORDAN. Fee, $6.50.
Junior-Senior course. *16 assignments.*

Continuation of c 20a.

c 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Credit, 1 course.
Fee, $12.00.
PROFESSOR KNIGHT. *25 assignments.*

This course gives a historical survey of public school education in the Southern States with special attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems.

c 31. RURAL EDUCATION. Credit, 1 course.
PROFESSOR KNIGHT. Fee, $12.00.
24 assignments.

This course is planned for teachers and prospective teachers and principals of rural or village schools, county superintendents, and supervisors. Consideration is given to the principal problems of rural education in the United States with special emphasis on conditions in North Carolina. Attention is given to importance and condition of the rural school, and to plans for improving rural education. The curriculum, problems of support, administration, health, recreation, the county unit plan, and consolidation and transportation will be studied.

c 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Credit, ½ course. Fee, $6.50.
PROFESSOR KNIGHT. *16 assignments.*
Junior and Senior elective.
This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States.

c 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Credit, ½ course. Fee, $6.50.
PROFESSOR KNIGHT. *16 assignments.*
Junior and Senior elective.
Continuation of c 36a.

c 37a. PUBLIC EDUCATION IN THE UNITED STATES. Credit, ½ course. Fee, $6.50.
PROFESSOR KNIGHT. *16 assignments.*
Junior and Senior elective.
The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through (a) the period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America.

c 37b. PUBLIC EDUCATION IN THE UNITED STATES. Credit, ½ course. Fee, $6.50.
PROFESSOR KNIGHT. *16 assignments.*
Junior and Senior elective.
Continuation of c 37a.

c 42a. THE PUBLIC SCHOOL PRINCIPALSHIP. Credit, ½ course. Fee, $6.50.
PROFESSOR TRABUE. *16 assignments.*
This course considers those problems of the public school principal that have to do with the organization and administration of a school and with the supervision of the school plant and equipment. Textbook: Cubberley's *The Principal and His School.*

c 42b. THE PUBLIC SCHOOL PRINCIPALSHIP. — Credit, ½ course. Fee, $6.50. *16 assignments.*
PROFESSOR TRABUE.

This course considers those problems of the public school principal that have to do with the improvement of instruction and of the course of study. Experience in teaching and Education 42a, or its equivalent, are prerequisites to this course. (Not offered until January 1, 1925).

c 46a. CLASSROOM MANAGEMENT. — Credit, ½ course. Fee, $6.50. *16 assignments.*
PROFESSOR TRABUE AND MR. GRIFFIN.

A course for teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included.

c 51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL.

(See course number c 51 under Department of Mathematics.)

c 51a. PRINCIPLES OF SECONDARY EDUCATION. — Credit, ½ course. Fee, $6.50. *16 assignments.*
PROFESSOR MOSHER.

This course parallels the first half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Parts I and II. It deals with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries, its relation to elementary and higher education, the social principles determining it and its aims and functions.

c 51b. PRINCIPLES OF SECONDARY EDUCATION. — Credit, ½ course. Fee, $6.50. *16 assignments.*
PROFESSOR MOSHER.

This course parallels the second half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Part III. It deals with the "means and materials of secondary education." It takes up

such topics as the program of studies; criteria of subject values; the place of the various high school subjects in the program of studies; the organization of secondary education, etc.

NOTE: Either half of Education 51 may be taken by correspondence, and the other half may be taken in the summer school.

c 52a. GENERAL METHODS IN SECONDARY EDUCATION. Credit, ½ course. Fee, $6.50.
PROFESSOR MOSHER. *16 assignments.*

This course parallels the first half of Education 52 in the University catalogue. It is based upon Colvin's *Introduction to High School Teaching.* It deals with a general survey of the nature of the secondary school pupil and of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class.

c 52b. GENERAL METHODS OF SECONDARY EDUCATION. Credit, ½ course. Fee, $6.50.
PROFESSOR MOSHER. *16 assignments.*

This course parallels the second half of Education 52 in the University catalogue. It is based upon Parker's *Methods of Teaching in High Schools.* It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc.

NOTE: Either half of Education 52 may be taken by correspondence and the other half may be taken in the summer school.

NOTE: Those who have taken the course listed as c2 in previous years are not eligible to take c51a or c 51b, and those who have taken c3 are not eligible to take c52a or c52b.

c 55. SOCIAL POLICY AND EDUCATION. Credit, 1 course. Fee, $12.00
PROFESSOR MOSHER. *27 assignments.*
Senior course.

Fundamental problems in the social and ethical theory of education. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy.

c 62a. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Credit, ½ course. Fee, $6.50.
PROFESSOR TRABUE. *16 assignments.*

This course is designed for those teachers who have not had any previous instruction in measurements and statistics. The theory of educational measurements will be developed from discussions of specific measuring scales. Emphasis will be placed upon sane interpretations of the results of testing and upon a reasonable program looking to the improvement of small school systems. Textbook: Trabue's *Measuring Results in Education.*

c 62b. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Credit, ½ course. Fee, $6.50.
PROFESSOR TRABUE. *16 assignments.*

This course consists in the practical application of the principles discussed in c 62a. The work will include (1) the actual giving of certain specified tests to a group of at least 35 pupils in a classroom and (2) the interpretation and use of the resulting scores in the improvement of instruction in the classroom studied. Test blanks and supplies for this work may be purchased directly from the publishers or they will be supplied at cost by the Extension Division.

c 91. THE TEACHING OF ENGLISH.

(See c 91 under Department of English.)

Normal School Division

The courses offered under this Division are especially designed in accordance with the teacher-training curricula recommended by the North Carolina State Department of Public Instruction. A uniform curriculum for obtaining both the Primary C and the Grammar Grade C certificate has been worked out by the State Department. Copies may be had by writing to the State Department at Raleigh.

The courses listed below are primarily for certification credit but degree credit will be given for some of these courses under certain conditions.

The courses with the "State Curriculum" number ending with "P" are for the Primary Curriculum only; those ending with "G" are for the Grammar Grade Curriculum only; those ending with "X" may be counted toward either curriculum.

The rules in regard to the summer school unit in terms of these courses are the same as described in the front portion of this catalogue

under the heading *Amount of Credit,* namely: Six semester hours are the equivalent of "one summer school" if the teacher registers in the Extension Division before October 1, 1924. After this date the unit will be seven and one-half semester hours. The subjects listed below as "Credit, 1 course," are equivalent to three and one-third semester hours of certification credit; those listed as "Credit, ½ course," are recorded as two semester hours. Any teacher holding a standard state certificate (except a high school certificate) may register for these courses.

PRIMARY CURRICULUM

cn 4. SPECIAL PRIMARY METHODS. Language, Story Telling and Dramatization. (State Curriculum—Edu. 35 P).

Credit, ½ course. Fee, $6.50. *16 assignments.*

The place of oral and written language; nature study, games, stories, pictures, projects and other activities as a basis for language work; story telling—principles underlying, choice of material, learning and telling a selected number; dramatization, its educational value, relation to other subjects and place in the primary grades; spelling, kind and quantity, methods of teaching, recent investigations of, etc. "All these subjects should be unified and regarded as the beginning of a child's English experience." (Not offered until September, 1925.)

cn 5. SPECIAL PRIMARY METHODS. Primary Numbers and Projects. (State Curriculum—Educ. 56 P).

Credit, ½ course. Fee, $6.50. *16 assignments.*

The psychology of arithmetic; development of number concept in primary grades; the place of drill; kind and amount of formal arithmetic in these grades; history of arithmetic and the development of methods; projects in nature study, games, and other activities as a basis for the formal number work; value of standardized tests and scales.

cn 6. PRIMARY CURRICULUM. (State Curriculum—Educ. 67 P).

Credit, ½ course. Fee, $6.50. *16 assignments.*

The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study in the light of these; organization of primary curriculum; the place of projects and child activities as a basis for this organization.

GRAMMAR GRADE CURRICULUM

cn 10. GRAMMAR GRADE METHODS. Credit, ½ course.
Language, Composition, Reading. Fee, $6.50.
(State Curriculum—Educ. 23 G). *16 assignments.*

A study of recent experimental investigations in these subjects; the minimum essentials in each grade in each subject; the respective value of oral and silent reading; of oral and written composition; different methods of teaching; value of projects in organizing and motivating the work. Much use will be made of the State Course of Study. (Not offered until September, 1925.)

cn 12. GRAMMAR GRADE CURRICULUM. Credit, ½ course.
Fee, $6.50.
(State Curriculum—Educ. 66 G). *16 assignments.*

The aim and objectives of education in the intermediate and grammar grades. In the light of these objectives, pupils' activities and experiences for their accomplishment. Organization of the grammar grade curriculum around these activities. Growing out of this will come the consideration of the value of projects, minimum essentials, etc. The State Course of Study will be used in conjunction with a text like Bonser's *Elementary School Curriculum* or a similar book.

cn 13. GRAMMAR GRADE METHODS. Credit, ½ course.
History and Geography. Fee, $6.50.
(State Curriculum—Educ. 98 G). *16 assignments.*

In this course emphasis is placed upon both content of geography and history for these grades, and methods of teaching that content. The State Course of Study in these subjects will be criticized and evaluated in the light of the aims of geography and history in the elementary school. Some familiarity will be had of the standardized tests in these subjects. The State adopted texts, State Course of Study, and professional books like Smith's *Teaching Geography by Problems* and Johnson's *Teaching History* will give the basis for this work.

GENERAL COURSES

INTRODUCTORY SCHOOL MANAGEMENT. Credit, ½ course.
Fee, $6.50.
(State Curriculum—Educ. 24 X). *16 assignments.*

(For description of this course see c 46a CLASSROOM MANAGEMENT listed under School of Education).

ENGLISH COMPOSITION. Credit, 1 course.
(State Curriculum—Eng. 11 X). Fee, $12.00.
27 assignments.

(For description of this course see c 1 FRESHMAN ENGLISH listed under Department of English).

EUROPEAN BACKGROUNDS. Credit, 1 course.
(State Curriculum—Hist. 31 G). Fee, $12.00.
27 assignments.

(For description of this course see c 1 FOUNDATIONS OF MODERN HISTORY, Part I, listed under Department of History).

PLAYS AND GAMES (General). Credit, ½ course.
(State Curriculum—Phys. Educ. 11 X). Fee, $6.50.
16 assignments.

(For description of this course see c 23 THE THEORY OF PLAY AND RECREATION listed under School of Public Welfare).

EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
(State Curriculum—Psychol. 82 X). Fee, $6.50.
16 assignments.

(For description of this course see c 20a EDUCATIONAL PSYCHOLOGY listed under School of Education).

SOCIAL PROBLEMS. Credit, ½ course.
(State Curriculum—Sociol. 91 X). Fee, $6.50.
16 assignments.

(For description of this course see c 10a THE STUDY OF SOCIAL PROBLEMS listed under School of Public Welfare).

DEPARTMENT OF ENGLISH

c 1. FRESHMAN ENGLISH. Credit, 1 course.
MR. POTTER. Fee, $12.00.
Extra revision fee, $3.00.
27 assignments.

Intensive reading, chiefly in prose; extensive reading among selected books and periodicals; constant written compositions and progressive exercises in sentence structure, paragraph structure, and organization of compositions.

c 3. SOPHOMORE ENGLISH. Credit, 1 course.
PROFESSOR HIBBARD. Fee, $12.00.
26 assignments.

This course covers the same field as the first term of required sophomore English as outlined in the University catalogue. *The Great Tradition* is the text used and the period studied is from the Renaissance through the eighteenth century. The basis of the work is the study of representative selections illustrative of the life and thought of the time in which they were written. While this is a literature course primarily, no student will be given credit for the term's work unless he shows a creditable ease in the matter of English composition.

c 4. SOPHOMORE ENGLISH. Credit, 1 course.
MR. ADAMS. Fee, $12.00.
25 assignments.

A continuation of English c 3 based on more recent work in English and American literature.

c 6. ENGLISH OF COMMERCE (Business English). (See description of this course listed under School of Commerce).

c 7. THE SHORT STORY. Credit, 1 course.
PROFESSOR HIBBARD. Fee, $12.00.
Junior and Senior elective. *25 assignments.*

A composition course primarily designed to offer students an opportunity for short story writing and to familiarize them with the form. The work of various European and American authors will be studied. This course parallels English 23 in the University catalogue.

c 8. MODERN DRAMA. Credit, ½ course
PROFESSOR ROYSTER. Fee, $6.50.
15 assignments.

The main purpose of this course is to offer the student a general acquaintance with the chief tendencies of English and Continental drama of the past thirty years. The plays upon which the lesson assignments are based are printed in Dickinson's *Chief Contemporary Dramatists,* (First Series).

c 9. THE CONTEMPORARY AMERICAN SHORT STORY. Credit, ½ course.
Fee, $6.50.
PROFESSOR ROYSTER. *15 assignments.*

A consideration of the types and tendencies of American short stories of the past ten years. Reading of numerous examples of stories in this period.

c 16a. PUBLIC DISCUSSION AND DEBATE. Credit, ½ course. Fee, $6.50. *16 assignments.*
PROFESSOR MCKIE.

A study of the principles of argumentation and practice in analyzing public questions and in collecting and arranging evidence.

c 31. DRAMATIC COMPOSITION. Credit, 1 course. Fee, $12.00. *27 assignments.*
PROFESSOR KOCH AND MR. POTTER.

A practical course in dramatic composition. Emphasis is placed on the materials of local tradition and folk-lore, and of present-day life. Plays written in the course may be selected for production by The Carolina Playmakers.

c 91. THE TEACHING OF ENGLISH. Credit, 1 course. Fee, $12.00. *27 assignments.*
PROFESSOR ROYSTER.

A study of the high school course in English, chiefly from the point of view of literature as a means of training for culture and for good citizenship, but with some attention to the problem of English composition. The course corresponds to s 91 in the summer school catalogue.

DEPARTMENT OF GEOLOGY

c 1. INTRODUCTION TO GEOLOGY (Part A. Dynamical Geology). Credit, 1 course. Fee, $12.00. *27 assignments.*
PROFESSOR PROUTY.

This course deals with the physical geology of the Earth, its composition, structure, and the natural processes that are at work modifying it. In the laboratory work the student will take up the study of the common minerals and rocks, the interpretation of topographic maps, and earth features. Advantage will be taken of the local conditions for supervised field trips. Minerals, rocks, and maps will be furnished by the University at a nominal charge. (If materials are returned in good condition at end of course, the fee will be refunded).

c 21. INDUSTRIAL AND COMMERCIAL GEOGRAPHY. Credit, 1 course. Fee, $12.00. *26 assignments.*
PROFESSOR COBB.
Junior and Senior elective.

The course deals with man's interaction with his varying environment in the development of industries, and with the

geographic conditions of different countries as giving rise to commerce. Sets of laboratory materials will be sent the student who pays an additional fee for same. (If materials are returned in good condition at end of course, the fee will be refunded).

c 22. INDUSTRIAL AND COMMERCIAL GEOGRAPHY. — Credit, 1 course. Fee, $12.00. *27 assignments.*
PROFESSOR COBB.
Junior and Senior elective.
Continuation of c 21.

DEPARTMENT OF GERMANIC LANGUAGES

c 21. ADVANCED GERMAN. (Introduction to the history of German literature).
PROFESSOR TOY. — Credit, 1 course. Fee, $12.00. *27 assignments.*
Sophomore, Junior and Senior elective.
Prerequisite, German 3-4 or one year of college German.
Lessing: *Minna von Barnhelm;* Schiller: *Die Jungfrau von Orleans.*

DEPARTMENT OF HISTORY AND GOVERNMENT

History

c 1. FOUNDATIONS OF MODERN HISTORY. Part 1. — Credit, 1 course. Fee, $12.00. *26 assignments.*
PROFESSOR CALDWELL.
Required of all Freshmen.

A general course dealing with the fundamental factors in modern civilization in Europe and the United States. The emphasis of the course will rest upon the commercial revolution, European expansion, the Protestant revolt, colonial and dynastic rivalry, the Old Regime, the French Revolution, the industrial revolution, the rise of democracy, the influences, the growth of modern imperialism, and the course of modern international relations.

c 2. FOUNDATIONS OF MODERN HISTORY. Part II. — Credit, 1 course. Fee, $12.00. *27 assignments.*
PROFESSOR CALDWELL.
Required of all Freshmen.
Continuation of c 1.

c 3. ENGLISH HISTORY. Credit, 1 course.
PROFESSOR WAGSTAFF. Fee, $12.00.
Sophomore, Junior and Senior elective. *27 assignments.*

The purpose of this course is to convey a good working knowledge of English history and to broaden it into a survey of the part the Anglo-Saxon race has played in world history.

c 14. MODERN EUROPEAN HISTORY. Credit, 1 course.
PROFESSOR WAGSTAFF. Fee, $12.00.
Junior and Senior elective. *31 assignments.*

Course of study dealing with the primary factors that shaped European history from the close of the great religious war, 1848 (The Thirty Years' War), to the present time. The present Europe will be interpreted by a study of the influence that gave its nations their present boundaries, their particular forms of government, and their national ideals and ambitions. Outline studies, texts, and reference readings.

c 26. THE TEACHING OF HISTORY IN THE HIGH SCHOOL. Credit, ½ course.
Fee, $6.50.
PROFESSOR CALDWELL. *16 assignments.*

A brief survey of the important methods in the teaching of history, followed by a review of ancient history to acquaint the student with the sources and literature of the subject. Special attention will be given to the social, economic, and cultural phases with a discussion of the subject matter of a High school course in ancient history.

c 51a. COLONIAL AMERICAN HISTORY. Credit, ½ course.
Fee, $6.50.
PROFESSOR CONNOR. *16 assignments.*

A general survey of the British colonies in America in the 17th century; European background; territorial claims and European expansion; race elements; social, economic, and political development.

c 51b. COLONIAL AMERICAN HISTORY. Credit, ½ course.
Fee, $6.50.
PROFESSOR CONNOR. *16 assignments.*

Continuation of c 51a.

Government

c 1. COMPARATIVE GOVERNMENT. Part I.
PROFESSOR HAMILTON.
Sophomore, Junior and Senior elective.
Credit, 1 course.
Fee, $12.00.
27 assignments.

In this course an intensive study will be made of the governmental and social institutions of the leading states of the modern world. Part I will be devoted to the treatment of the United States of America. In Part II the chief emphasis will be placed upon Great Britain and France, with outline studies of the institutions of other European countries.

c 2. COMPARATIVE GOVERNMENT, Part II.
PROFESSOR HAMILTON.
Sophomore, Junior and Senior elective.
Credit, 1 course.
Fee, $12.00.
27 assignments.

Continuation of Government c 1.

DEPARTMENT OF LATIN

c 1. READINGS IN ROMAN LITERATURE.
PROFESSOR HARRER.
Freshmen elective.
Credit, 1 course.
Fee, $12.00.
27 assignments.

This course is concerned with the translating of Latin, with work in vocabulary, and with a review of the chief principles of grammar.

c 8. LATIN COMPOSITION.
PROFESSOR SANDERS.
Freshman and Sophomore elective.
Credit, 1 course.
Fee, $12.00.
27 assignments.

The course will begin with translation into Latin of detached sentences illustrating the general principles of syntax and word-order; the second half will deal with continuous narrative and with questions of diction and style.

DEPARTMENT OF MATHEMATICS

c 1. MATHEMATICAL ANALYSIS I.
PROFESSOR LASLEY.
Required of Freshmen.
Credit, 1 course.
Fee, $12.00.
27 assignments.

A study of functions and their graphs, the limit notion, graphical treatment of rates, mean ordinates, maximum and mini-

mum, areas, etc.—an introduction to the notions of the differential and integral calculus. Graphic solution of equations.

c 2. MATHEMATICAL ANALYSIS II. Credit, 1 course.
PROFESSOR LASLEY. Fee, $12.00.
Required of Freshmen. *27 assignments.*

Solution of right and oblique triangles with applications. Logarithms and their application to computation. Solution of equations. Trigonometric analysis, series, permutations, combinations, complex numbers.

c 3. COLLEGE ALGEBRA. Credit, 1 course.
PROFESSOR HOBBS. Fee, $12.00.
44 assignments.

This course treats the quadratic equation with a detail discussion of the nature of its roots. Graphs are especially stressed. Determinants and their properties are gone into. Other topics, such as complex numbers, partial fractions, etc., are touched upon.

c 4. TRIGONOMETRY. Credit, 1 course.
PROFESSOR LASLEY. Fee, $12.00.
25 assignments.

This course concerns itself with the definitions of the trigonometric functions and the relations between the functions, their relations to the large notion of angles, the application of the functions and the log tables to the solution of triangles on the plane.

c 51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL. Credit, ½ course.
Fee, $6.50.
PROFESSOR HOBBS. *15 assignments.*

A study of the content and arrangement of the material of high school mathematics in accordance with the recommendations of the National Committee on Mathematical Requirements.

DEPARTMENT OF MUSIC

c 1. THEORY OF MUSIC (INTRODUCTORY). Credit, ½ course.
Fee, $6.50.
PROFESSOR WEAVER. *16 assignments.*

The rudiments of music, its structural elements in rhythm, melody, harmony, and form; simple exercises in reading and writing music.

c 10. HISTORY OF MUSIC. Part I. Credit, ½ course.
PROFESSOR WEAVER. Fee, $6.50.
16 assignments.

Primitive music, the music of the early civilized countries (particularly Egypt, Greece and Rome), the monophonic period, and the polyphonic period up to approximately the year 1600.

c 11. HISTORY OF MUSIC. Part II. Credit, ½ course.
PROFESSOR WEAVER. Fee, $6.50.
Continuation of c 10. *16 assignments.*

c 20. HARMONY. Credit, ½ course.
PROFESSOR WEAVER. Fee, $6.50.
18 assignments.

A beginner's course in elementary harmony.

c 30. PUBLIC SCHOOL MUSIC. Credit, 1 course.
PROFESSOR WEAVER. Fee, $12.00.
Prerequisite c 1. *27 assignments.*

The place of music in the school; selection of material for different grades; the rote song; methods of approaching technical work; rhythmic and tonal drills; development of child voices; brief comparison and discussion of texts adopted for use in this State.

DEPARTMENT OF PHILOSOPHY

c 1. HISTORY OF PHILOSOPHY. Credit, 1 course.
PROFESSOR BUTT. Fee, $12.00.
Junior and Senior course. *27 assignments.*

The history of philosophy from its origin among the Greeks to the present time; the various philosophical systems in their relation to the science and general civilization of the ages to which they belong, and their application to social, political, and educational problems.

c 2. HISTORY OF PHILOSOPHY. Credit, 1 course.
PROFESSOR BUTT. Fee, $12.00.
Junior and Senior course. *27 assignments.*

Continuation of c 1.

c 4. ELEMENTARY AESTHETICS. Credit, ½ course.
PROFESSOR GREEN. Fee, $6.50.
Junior and Senior elective. *16 assignments.*

The history and philosophy of the fine arts.

DEPARTMENT OF PSYCHOLOGY

c 1. GENERAL PSYCHOLOGY.
PROFESSOR DASHIELL.
Sophomore Junior, and Senior elective.

Credit 1 course
Fee, $12.00.
Laboratory fee, $1.00.
27 assignments.

The aim of the course is to present the essential phenomena of psychology, and the various methods of approach. Emphasis is placed on the organic relationships within the whole field.

c 2. GENERAL PSYCHOLOGY.
PROFESSOR DASHIELL.
Sophomore Junior, and Senior elective.

Credit, 1 course.
Fee, $12.00.
Laboratory fee, $1.00.
27 assignments.

Continuation of c 1.

c 45. THE PSYCHOLOGY OF SUBNORMAL CHILDREN.
PROFESSOR CRANE.

Credit, 1 course.
Fee, $12.00.
Laboratory fee, $1.00.
27 assignments.

Presentation of the psycho-neural aspects of feeble-mindedness in general and of the various types, together with their importance in relation to the problems of education, dependency, and delinquency. There will be discussion of the various clinical methods of determination and classification of feeble-mindedness. (Not offered until January 1, 1925).

DEPARTMENT OF ROMANCE LANGUAGES

French

c 4. FRENCH COMPOSITION.
PROFESSOR DEY AND ASSISTANTS.
Prerequisite, French 1-2, and 3 in residence or one year of college French.

Credit, 1 course.
Fee, $12.00.
27 assignments.

The object of this course is to provide students with an opportunity to acquire practice in writing French.

c 6. MASTERPIECES OF FRENCH LITERATURE.
PROFESSOR DEY AND ASSISTANTS.
Prerequisite, French 3-4, and 5 in residence or two years of college French.

Credit, 1 course.
Fee, $12.00.
27 assignments.

This course covers the masterpieces of the 17th, 18th, and 19th

centuries, with selections from Corneille, Racine, Molière, Beaumachais, Voltaire, Lamartine, Victor Hugo, Alfred de Vigny, Rostand, etc.

Spanish

c 3. SPANISH COMPOSITION. Credit, 1 course.
PROFESSOR LEAVITT AND ASSISTANTS. Fee, $12.00.
27 assignments.
Prerequisite, Spanish 1-2 in residence, or one year of college Spanish.
The object of this course is to provide the student with an opportunity to acquire practice in writing Spanish.

c 4. SPANISH COMPOSITION. Credit, 1 course.
PROFESSOR LEAVITT AND ASSISTANTS. Fee, $12.00.
27 assignments.
Prerequisite, Spanish 1-2, and 3 in residence, or one year of college Spanish.
Continuation of Spanish c 3.

c 5. MASTERPIECES OF SPANISH LITERATURE.
PROFESSOR LEAVITT. Credit, 1 course.
Prerequisites, Spanish 3-4 in residence or two years of college Spanish. Fee, $12.00.
27 assignments.
An intensive study of one of the works of Benavente, Bécquer, Moratin and Cervantes, with special attention to the lives of the authors; drill on idiomatic constructions, practice in translation and free composition.

c 6. CONTINUATION OF SPANISH 5. Credit, 1 course.
PROFESSOR SHAPIRO. Fee, $12.00.
Prerequisite Spanish 5. *27 assignments.*
This course is intended to cover by a certain amount of intensive reading, reports, and collateral reading, the stretch of Spanish literary history from the Old Spanish period (twelfth century) to modern times.

DEPARTMENT OF RURAL SOCIAL SCIENCE

c 1. ECONOMICS AND HISTORY OF AGRICULTURE.
PROFESSOR HOBBS. Credit, 1 course.
Fee, $12.00.
25 assignments.
The economics of agriculture. Historical sketch of agricultural development in the United States; Colonial agriculture, period

of conquest, period of transformation, period of western expansion, period of reorganization. The economic and social areas of North Carolina.

c 4. FARM TENANCY.
PROFESSOR HOBBS.
Credit, 1 course.
Fee, $12.00.
27 assignments.

Facts about farm tenancy in the Nation, and especially in the South. Origin and growth of tenancy, especially in the South. Types of tenancy. Economic advantages and disadvantages. Social effects. Remedies: In Denmark; in New Zealand, Australia, California, and the South. References: N. C. Club Year-Book 1921-22; field surveys in three typical areas in North Carolina, covering 1,000 farms; files of the Department of Rural Social Economics, University of North Carolina.

c 20. NORTH CAROLINA: ECONOMIC AND SOCIAL.
PROFESSOR HOBBS.
Credit, 1 course.
Fee, $12.00.
Laboratory fee, $2.50.
25 assignments.

This course is designed to familiarize the student with North Carolina: Population, agriculture, resources, social life, economic development, industry. No textbook is required.

c 21. AGRICULTURAL COOPERATION.
PROFESSOR HOBBS.
Credit, 1 course.
Fee, $12.00.
27 assignments.

History of agricultural coöperation, principles of coöperation, coöperative organizations, rural credits, and coöperative marketing.

SCHOOL OF PUBLIC WELFARE

Department of Sociology

c 1. INTRODUCTION TO SOCIOLOGY.
PROFESSOR MEYER.
Sophomore, Junior and Senior elective.
Credit, 1 course.
Fee, $12.00.
27 assignments.

The purpose of this course is to give the student a working knowledge of the general principles of sociology and to teach him to apply, to some extent, these principles to some of the social problems. The text used gives a good outline of one author's conception of the facts involved in the association of

people together. The course contains a system of sociology. Studies are made of: The social population, social forces, social processes; social products and sociological principles.

c 4a. EDUCATIONAL SOCIOLOGY. Credit, ½ course.
PROFESSOR ODUM. Fee $6.50.
Junior and Senior elective. *16 assignments.*

A course in the foundations of educational sociology giving special emphasis upon the utilization of sociology in determining the educability of the group and in correlating other institutions with the school. The social objectives for the individual, for the group, for the institutions, for school subjects, will be treated specially.

c 4b. EDUCATIONAL SOCIOLOGY. Credit, ½ course.
PROFESSOR ODUM. Fee $6.50.
Junior and Senior elective. *16 assignments.*

c 4b a continuation of c 4a, with special emphasis upon original studies, researches, and practical projects in the application of the organization principles set forth in c 4a.

c 7a. THE SMALL TOWN AND THE MILL VILLAGE. Credit, ½ course.
Fee $6.50.
PROFESSOR ODUM. *16 assignments.*

The place of the small town in a well balanced society. The romance of the small town. The shortcomings of town and village life. Attainable standards and programs. The special application to mill villages and small industrial centers. Social problems of correlating home, community, and industry. Social values, ideals, and workable phases of town planning.

c 7b. THE SMALL TOWN AND MILL VILLAGE. Credit, ½ course.
Fee $6.50.
PROFESSOR ODUM. *16 assignments.*

A continuation of c 7a being limited to studies and research in specific projects, localities, or regions.

c 8. COMMUNITY ORGANIZATION.
PROFESSOR STEINER. Credit, ½ course.
Freshman, Sophomore, Junior Fee $6.50.
and Senior elective. *16 assignments.*

Principles of collective behavior and social control in their application to problems of community work. Analysis of different types of communities. Technique of community diagnosis.

Fundamental factors involved in community organization. Evaluation of methods of community work. Study of examples of successful experiments in community organization. This is a professional course designed primarily for teachers, social workers, county superintendents of public welfare, and others interested in community work.

c 10a. THE STUDY OF SOCIAL PROBLEMS. Credit, ½ course.
PROFESSORS ODUM AND MEYER. Fee $6.50.
16 assignments.

The study of modern social problems. Part I: The individual in relation to society. Part II: The modern problems, classified in accordance with the six major social institutions. Part III: Democracy, public welfare, and social progress.

c 12. CRIME AND ITS SOCIAL TREATMENT. Credit, 1 course.
PROFESSOR STEINER. Fee, $12.00.
Junior and Senior elective. *27 assignments.*

Nature of crime; extent of crime; causes of crime; criminal law and procedure; theories and methods of punishment; the prison system; substitutes for imprisonment, problems of prison administration; the prevention of crime.

c 14. FAMILY PROBLEMS. Credit, ½ course.
PROFESSOR STEINER AND Fee, $6.50.
MR. LAWRENCE. *16 assignments.*

This course deals with the relation of the individual to the family and the family to the community. The technique of case work and its scientific approach, methods of investigation, interviewing, social evidence, sources, diagnosis, treatment.

c 23. THE THEORY OF PLAY AND RECREATION. Credit, ½ course.
Fee, $6.50.
PROFESSOR MEYER. *16 assignments.*

The theory of play and recreation is studied in this course, while in that which follows c 24 the practice is stressed. In this course the play movement is given with emphasis on the present need of play and how play is promoted. A study is made of the play instincts—hunting, fighting, and housing as illustrations. Sex and age differences are given. Classification of movements and interest form a helpful section. The physical, mental, moral, social, and preventive values in play and recreation are studied and stressed. The text used is interesting and offers many helpful suggestions to those interested in play and recreational activities.

c 24. THE PRACTICE OF PLAY AND RECREATION. Credit, ½ course. Fee, $6.50.
PROFESSOR MEYER. *16 assignments.*

In this course the practical field of play and recreation is entered. A helpful bibliography is studied. Playground plans, equipment, and activities are suggested. Emphasis is given to game analysis and methods of game instruction. Organization work is studied. Boys' and girls' clubs; camp life as a part of the recreational program; special holiday activities and general athletics are some of the other topics studied. Many helpful aids and suggestions are given. Plays of simple imitation, story plays, rythmic plays, contests, goal games, tag games, team games and plays for special occasions feature the practical work.

NOTE: Any person contemplating taking both c 23 or c 24 should take c 23 first. C 24 may follow later.

ARE YOU INCLUDED?

University courses of standard grade by correspondence offer excellent opportunities to hundreds of persons who are fully qualified to pursue them profitably but who, for various reasons, are unable to attend a university. Aside from the general appeal of this work it is particularly helpful to the following classes:

1. College students who are unable to pursue continuous residence courses.

2. School teachers who are working for certification credit.

3. High school graduates who can not go to college.

4. Professional and business men who wish to supplement their training.

5. Teachers in country schools who have had little or no normal school work and no college training.

6. The man or woman who left school early or who is too old to go to school and feels the value of broader training to make life more interesting or who seeks to change his or her vocation.

7. Club women who wish to pursue a systematic line of study.

8. The young man or woman who wishes to prepare for a business career.

9. Isolated men and women who desire some interest outside of themselves—who are reaching out for mental stimulus.

10. House-keepers and home-makers who wish to keep up with the times.

11. Ministers of the gospel laboring in remote places, who wish to keep abreast of the times in educational matters.

12. Those in public service—in fact all who are eager for knowledge or advancement, and are reaching out for mental stimulus, and desire to keep abreast of the times.

The Bureau of Correspondence Instruction of the Extension Division has been organized with the needs of these people in mind. In correspondence study the University projects itself into every corner of the State and is thus enabled to serve its patrons by meeting their educational needs, regardless of their geographical location.

The University of North Carolina as a public institution belongs to all the people of the State. Therefore it is YOUR University—use it.

ADVANTAGES OF CORRESPONDENCE STUDY

Correspondence study offers unusual advantages for individual study. The powers of initiative, concentration, self-reliance, and habits of study are developed to a degree not found in the class-room, because in correspondence study the student is constantly thrown upon his own resources and recites all of each lesson. The processes involved in the singling out of the essential points and the elimination of the non-essential, the organization of one's thoughts regarding the entire lesson and transferring this organized thought to written form in good, clear, concise English, are the processes which make this form of study so valuable. It must be clear to anyone familiar with the class-room that such processes are not possible there because of physical impediment. President Roosevelt gave this movement of modern times his approval by saying that in his opinion it was one of the remarkable improvements of the age.

By combining correspondence study with an occasional summer term any teacher may, in a comparatively short time, earn a life certificate and thus materially add to his culture and earning capacity.

Students may take courses by correspondence while engaged in their work at full salary and, by employing their spare moments, earn credits toward a degree or a teachers' certificate, or both, and increase their efficiency and earning capacity.

When you take correspondence instruction work all the resources of the University, and particularly of the School of Education, the Library and the Extension Division, will be freely placed at your disposal. Every possible effort will be made to be of the greatest personal as well as professional help to you. The limit of such assistance will be set by your appeal for it and by the University's physical ability to supply it. The whole spirit of this work is the spirit of service; its limits, therefore, are not the limits of the spirit but of the body. Does not this work appeal to you?

BUREAUS and SERVICE

Of the UNIVERSITY EXTENSION DIVISION

Chapel Hill, N. C.

The University of North Carolina through its University Extension Division offers to the people of the state:

I. Correspondence Instruction: Standard university courses by mail, either for credit or non-credit. Courses credited toward university degrees and state teachers' certificates. Write for free correspondence instruction catalogue.

II. Class Instruction: Regular university courses given by members of the faculty in many communities throughout the State. Minimum enrollment fifteen. Write for free extension class catalogue.

III. Lectures and Short Courses: Popular or technical lectures, individual or in series for clubs, community organizations, etc.; addresses for commencement or other special occasions. Upon request short courses at the University for educational and commercial groups; institutes on road engineering, country life, community drama, etc. Write for free lecture bulletin.

IV. Public Discussion: Programs for women's clubs and other groups. Package library loans. Home reading courses. Programs and guidance for debating clubs, parent-teacher associations, etc. General information. Write for list of bulletins.

V. Community Drama: Guidance and direction in the writing and production of community plays, pageants, home chautauquas, and festivals. Write for list of bulletins. Field representative available.

VI. Commercial and Industrial Relations: Co-operates with business and manufacturing organizations of the State. Special studies, business surveys, and research on economic problems. *Commerce and Industry* monthly free.

VII. Community Music: Leadership for community sings. Formation of community choruses. Lectures on public school and community music. Piano and organ recitals and other music programs.

VIII. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

IX. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

X. Community Service and Recreation: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Recreational activities. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauqua. Field day programs. County and local fairs. Field representative available.

XI. High School Debating and Athletics: Annual state-wide contest in high school debating and all branches of athletics.

XII. Design and improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Field representative available.

XIII. Educational Service and Research: (the School of Education): Educational test and measurement, supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

EXTENSION LEAFLETS

Vol. I, No. 10. *Selections for Speaking in the Public Schools.—I: Lee, Lincoln and Washington Anniversaries.* Price 10c.
Vol. I, No. 12. *American Ideals in American Literature—A Syllabus.* Price 10c.
Vol. I, No. 14. *National Ideals in British and American Literature.* Price 50c.
Vol. I, No. 16. *The Community Pageant. An Agency for the Promotion of Democracy.* Price 10c.
Vol. II, No. 4. *The American University and the New Nationalism.* Free.
Vol. II, No. 5. *A Syllabus of Comparative Government and National Ideals.* Price 25c.
Vol. II, No. 6. *Reconstruction and Citizenship.* Free.
Vol. II, No. 7. *Studies in the Social and Industrial Condition of Women as Affected by the War.* Price 10c.
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Vol. IV, No. 1. *Constructive Ventures in Government: A Manual of Discussion and Study of Woman's New Part in the Newer Ideals of Citizenship.* For Women's Clubs. Price 50c.
Vol. IV, No. 2. *Construction of Farm Telephone Lines. Country Home Comforts and Conveniences.* Series No. I, Part IV. Free.
Vol. IV, No. 5. *Community and Government. A Manual of Discussion and Study of the Newer Ideals of Citizenship.* Price 50c.
Vol. IV, No. 6. *Music in the Public Schools.* Free.
Vol. IV, No. 7. *A Study Course in Modern Drama.* For Women's Clubs. Price 50c.
Vol. IV, No. 8. *Community Music Methods and Materials.* Free.
Vol. IV, No. 9. *High School Athletic Contests.* Free.
Vol. IV, No. 10. *A Study Course in American Literature.* For Women's Clubs. Price 50c.

THE UNIVERSITY OF NORTH CAROLINA RECORD EXTENSION SERIES

12. *The Teaching of County Geography.* Price 25c.
21. *Measurement of Achievement in the Fundamental Elementary School Subjects.* Price 25c.
22. *Public Discussion and Debate.* (Revised.) Price 25c.
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33. *The State and County Council.* Price 25c.
36. *Plays for Amateurs.* Price 50c.
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38. *The Construction of Schoolhouses.* Price 50c.
39. *The Teaching of Geometry.* Price 50c.
40. *Collective Bargaining.* Price 50c.
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1. (Special Series.) *Design and Improvement of School Grounds.* Price 75c.

MONEY ORDER, CHECK OR STAMPS ACCEPTED

ADDRESS: UNIVERSITY EXTENSION DIVISION,
CHAPEL HILL, N. C.

REGISTRATION BLANK FOR CORRESPONDENCE COURSES

Bureau of Correspondence Instruction

UNIVERSITY EXTENSION DIVISION

CHAPEL HILL, N. C.

This application is to be filled out completely in the applicant's own handwriting. Avoid abbreviations. Fill out EVERY line.

Name in full ..... Date ..... Age .....

Present address—City ..... County ..... State .....

Permanent address—City ..... County ..... State .....

Profession or occupation ..... Rank or title .....

If you have ever registered in any division of this University before, underline which division and give date: Residence term .....

Summer school ..... Extension class

..... Correspondence course .....

Scholastic Record:

	Name of school	Address	Years attended	Degree
High School				
College				
Summer School				
Graduate				

Commercial, industrial or teaching experience ..... No. years .....

If teaching, give CLASS and NUMBER of state certificate .....

Subject of course desired .....

Do you wish undergraduate degree credit? ..... Certification credit? .....

Do you wish further information about this course before registering?

.....

How many hours per week have you available for home study? .....

Do you wish to purchase the books through the Extension Division? .....

References as to your character and industry (Give names and addresses) .....

.....

.....

Names and addresses of persons likely to be interested in correspondence courses .....

.....

.....

.....

Registration is not complete until fees are paid.

Vol. IV, No. 2 September 16, 1924

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

EXTENSION CLASS CATALOGUE

1924-1925

BUREAU OF CLASS INSTRUCTION

First Semester begins Oct. 1, 1924
Second Semester begins Feb. 1, 1925

THE UNIVERSITY OF NORTH CAROLINA PRESS
Entered as second-class matter October 19, 1924
CHAPEL HILL, N. C.

EXTENSION BULLETINS

Vol. I, No. 1. *University Extension Service.* Free.
Vol. I, No. 6. *The Rural Playground.* Harold D. Meyer. Price 25c.
Vol. I, No. 7. *Attainable Standards in Municipal Programs.* Edited by Howard W. Odum. Price 60c.
Vol. I, No. 11. *The Church and Landless Men.* L. G. Wilson and Others. Free.
Vol. I, No. 14. *Play Production for Amateurs.* F. H. Koch and Others. Price 50c.
Vol. II, No. 4. *Town Studies.* A Program for Women's Clubs. Harold D. Meyer. Price 50c.
Vol. II, No. 5. *The Enforcement of Railroad Labor Board Decisions.* Debate Handbook. Compiled by E. R. Rankin. Price 50c.
Vol. II, No. 6. *How Farm Tenants Live.* J. A. Dickey and E. C. Branson. Price 50c.
Vol. II, No. 7. *The Parent-Teacher Association.* Handbook. Revised Edition. Harold D. Meyer. Price 50c.
Vol. II, No. 8. *Service to the State.* Biennial Report. Free.
Vol. II, No. 10. *The Commencement Program.* Harold D. Meyer. Price 50c.
Vol. II, No. 11. *Relativity—A Romance of Science.* Archibald Henderson. Price $1.00.
Vol. II, No. 12. *Recent Tendencies in the Theatre.* A Program for Women's Clubs. Dougald MacMillan. Price 50c.
Vol. II, No. 13. *Agricultural Graphics.* North Carolina and the United States, 1866-1922. H. R. Smedes. Price $1.00.
Vol. II, No. 14. *The High School Library.* L. R. Wilson and Others. Price 50c.
Vol. III, No. 2. *Minimum Essentials and English Teaching in North Carolina High Schools.* Free.
Vol. II, No. 3. *Studies in the History of North Carolina.* A Program for Women's Clubs. R. D. W. Connor. Price 50c.
Vol. III, No. 4. *Planning and Furnishing a Home.* A Program for Women's Clubs. Mary T. Hobbs. Price 50c.
Vol. III, No. 5. *Studies in Citizenship for Women.* Revised edition. A Program for Women's Clubs. D. D. Carroll. Price 50c.
Vol. III, No. 7. *Studies in Southern Literature.* Revised edition. A Program for Women's Clubs. C. A. Hibbard. Price 50c.
Vol. III, No. 9. *Correlating Play and Class Room Work.* Harold D. Meyer. Price 35c.
Vol. III, No. 10. *Studies in the Modern English Novel.* A Program for Women's Clubs. George McKie. Price 50c.
Vol. III, No. 11. *The Rural School Lunch.* Louise H. Snell. Price 10c.
Vol. III, No. 12. *What Next in North Carolina.* North Carolina Club Year Book. Edited by E. C. Branson. Price 75c.
Vol. III, No. 13. *Present Day Literature.* A Program for Women's Clubs. Cornelia S. Love. Price 50c.
Vol. IV, No. 1. *Correspondence Courses.* 1924-1925. Free.

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ADDRESS: UNIVERSITY EXTENSION DIVISION,
CHAPEL HILL, N. C.

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

Published by the University of North Carolina twice a month, September, October, November, December, and once a month, January, February, March, April, May, June.

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GENERAL INFORMATION

EXTENSION CLASSES DEFINED

As a part of its extension service, the University of North Carolina conducts extension classes in many of the communities of the State. These classes are taught by members of the University faculty and the work corresponds very closely to that given in courses at the University. The same credit is given for work completed in extension classes as for work completed in residence, provided the university entrance requirements are met by the extension class students. Students not wishing credit are also eligible for the classes. Extension class work does not conflict with nor duplicate the work offered by local high schools through either day or evening classes—the work is distinctly of a university grade. Courses of both a vocational and cultural nature are offered.

PURPOSE OF EXTENSION CLASSES

Extension classes are offered to serve the needs of ambitious men and women of any age or training who desire the advantages of university training but who cannot attend a university or college. They form one of the principal methods by which the University is carried to the people of the State and help to make the State the campus of the University.

ELIGIBILITY

Anyone in the State will be admitted to an extension class upon payment of the class fee and submission of evidence of ability to pursue the course profitably. Three classes of students may thus be reached: (1) Those who wish to join the class and attend the lectures but who do not care to work up the class assignments nor take the final examination. These students can receive no credit for the course. (2) Those who cannot meet the entrance requirements of the University but who wish to work up the class assignments and take the final examination. Upon satisfactory completion of the course students in this group will be entitled to a non-credit certificate. (3) Those who wish

to receive full university credit for the course. This group must satisfy the regular entrance requirements of the University, must attend the prescribed number of class meetings, and must complete all assignments successfully.

CLASS ORGANIZATION AND REGISTRATION

A minimum of fifteen students is required for an extension class. To register for an extension class the student must furnish all the information requested on a registration blank prepared for the purpose and must pay the registration fee. Since extension classes are distributed over a wide area of the State and are conducted in a number of relatively small communities, it is difficult to announce definitely in advance the course or courses that will be offered in each extension center or to announce a specific time for registration. Any community in the State may have an extension class, and those interested in working up such a class are requested to write to the Director of Extension Teaching at Chapel Hill. The director's office will then furnish registration blanks on which to secure enrollments and, in addition, will aid materially in organizing the class by making general announcements concerning the course or courses through local newspapers and through other agencies which the Division has at its command. The best work can be done in extension classes when they are composed of students nearly alike in training, ability, and interest. This fact should be fully realized by those interested in securing enrollments for a class.

EXTENSION CENTERS

Any city or community in the State in which the University conducts extension classes is called an extension center. Many different courses may be offered in one center. The number of centers in which class work is offered is limited only by the demands of the people of the State and the resources of the University. Due to the fact that the greater number of extension classes are taught by members of the University faculty who have regular teaching schedules, most of the extension centers at present will have to be near Chapel Hill. Full-time extension

teachers have been added to the faculty of some departments, however, and this makes possible the organization of extension centers in more remote sections of the State.

EXTENSION TERM

The extension class teaching year will be divided into two semesters of sixteen weeks each. The first semester of each year begins the first of October and ends with the month of January; the second semester commences the first of February and ends in May.

FEES

A registration fee of $10 will be charged each student for each course in which he enrolls in any extension semester. This fee goes to pay the travel and subsistence expenses of the instructor. This registration fee is the only cost to the student other than the price of the textbook or other class materials that may be required by the instructor.

CLASS MEETING

Each class will meet at least once a week in some suitable building convenient to the students, and at some hour convenient to both students and instructor. Generally these classes will be held in the evenings, commencing at about seven-thirty. Each meeting, unless otherwise arranged, will be for a period of an hour and forty-five minutes. There will be sixteen such meetings—generally one meeting each week until the course is completed.

CLASS ATTENDANCE

It is the duty of every student to attend the class meetings regularly. For credit towards a degree, or for credit towards raising the grade of a teachers' certificate, attendance at fourteen of the sixteen meetings is required. In cases of sickness or other unusual conditions, however, a student may be excused from further absences upon recommendation of the instructor. For a non-credit certificate given by the University for completing a course, attendance at three-fourths of the meetings is required.

CREDIT

All of the courses announced in this bulletin count towards a bachelor's degree. Some of the courses may count towards the master's degree. The Division of Certification of the State De-

partment of Public Instruction in Raleigh will credit extension class work towards state teachers' certificates. Therefore, a teacher may by this method earn both degree and certification credit at the same time. Holders of standard state certificates may receive certification credit for work completed in extension even though they cannot meet the entrance requirements of the University. No subject previously taken in any institution for which degree or certification credit has already been given can be taken for credit in an extension class.

Amount of Credit—Each extension class consists of sixteen double periods and is the equivalent of a half course in the University. In terms of certification credit or credit in other colleges this is two semester hours.

The State Department of Public Instruction will accept six semester hours of extension work as the equivalent of one summer school if registration is made before October 1, 1924. After that date the summer school unit will be seven and one-half semester hours. However, teachers who complete one summer school unit in extension before October 1, 1924 will be allowed a summer school unit for each six semester hours of work until the certificate has been raised one class. As announced in the *Regulations Governing Certificates for Teachers, 1924,* it is the plan of the State Department of Public Instruction to place summer school work also on the basis of seven and one-half semester hours.

In communities where courses for teachers are conducted during the fall semester the work will be continued through the spring semester, provided the enrollment in the spring courses meets the minimum requirements. Generally the first half (section a) of a full course will be given during the fall semester and the second half (section b) of the same course will be given during the spring semester. In this way one half course (the equivalent of two semester hours) may be completed during the fall semester and another half course may be completed during the spring semester. In some instances two half courses may be offered in a community during either the fall or spring semester.

It is not necessary for teachers to complete a full summer school unit during the teaching year in which the work is begun. The work done on a summer school unit during one teaching year may be carried over to the following year and the unit completed then. Teachers in service are advised not to take more than three half courses in extension during a teaching year. However, teachers who desire to complete the equivalent of a summer school unit by extension in one year will have no difficulty in doing so by combining correspondence study with the extension class work.

Entrance Requirements—If *degree credit* is desired for an extension class it is necessary to meet the entrance requirements of the University, which means that a scholastic record showing at least fifteen units from an accredited high school must be filed with the Division. Blanks will be furnished for this purpose. Applicants for advanced standing may be admitted to the sophomore, junior, and senior class when credit for work completed at other institutions has been properly transferred to the University and accepted by the examining committee.

If certification credit only is desired by a school teacher, the requirement for entrance upon extension class work is a standard certificate. This means any certificate, except One-Year Temporary, Provisional A, and Provisional B. If certification credit only is desired, it is not necessary to transfer the scholastic record to the University.

Master's Degree Credit—The administrative board of the graduate school has voted to allow credit for not to exceed two courses, or four half courses (eight semester hours), toward the master's degree for work completed in approved extension classes conducted under the same conditions as prevail for graduate courses in residence. This does not affect the year's residence required, except that teachers in service may complete the residence requirements in two and one-half summer quarters (five summer terms instead of six).

If graduate credit is desired for work completed in extension, a petition must be filed in the graduate office stating the name and character of the course completed, the amount of time devoted to

preparation of assignments, and the number of class hours. The instructor will also send a statement concerning the quality of work. Forms on which to apply for graduate credit will be sent upon request.

Transferring Credit—A record of the work completed towards a degree in extension will be transferred to another institution when this request is made by the student. The University of North Carolina makes no distinction between degree credit obtained in extension and that obtained in residence, except that there is a limit to the amount of extension work that may count towards a degree. But the University cannot determine the policy of other institutions in reference to accepting towards their degrees credit for work completed in extension elsewhere. There are very few standard colleges or universities at this time, however, that do not accept credit for work completed through extension class instruction in other standard colleges or universities.

The Extension Division will transfer credit to the State Department of Public Instruction to be applied towards teachers' certificates when requested to do so by the students. The State Department has requested the Extension Division to transfer credit for this purpose only at the end of the University academic year—June 30.

TEXTBOOKS

In order to insure the availability of textbooks at the first meeting of each extension class, the Division will order the books and other necessary class material in advance. These books or materials will be sold to the students at the regular retail price and must be paid for at the time they are distributed. The Division cannot open textbook accounts with students.

Arrangements have been made with the Package Library Service to loan many of the books in the University library to extension class students as supplementary material. The method of operation will be explained to the extension class instructors, who in turn will explain it to their classes.

COURSES OFFERED

It is not practicable to offer in extension some courses that are being given at the University. Certain courses by their very nature cannot be offered as extension classes under present conditions. Courses that require expensive laboratory facilities are an example. In general, however, whenever the nature of a course now being offered in residence is such that it may be offered in extension, and when as many as fifteen students in any community in the state register for it, the Department of Extension Teaching will try to provide an instructor.

Instructors teaching in residence may conduct only one extension class during a semester, except under unusual conditions, although several courses may be offered in extension by the same instructor. Several courses are announced by each instructor so that the students may make the selection.

An announcement of the courses now offered in extension follows.

DESCRIPTION OF COURSES

The following courses are practically identical with courses offered in residence. The course numbers correspond with the course numbers announced in the University catalogue and the summer school catalogue. The letter "E" which appears before each course number merely indicates that the course is offered through the Department of Extension Teaching.

COURSES OF INSTRUCTION

SCHOOL OF COMMERCE

Economics

E. 1a. GENERAL ECONOMICS. — Credit, ½ course.
PROFESSOR BROWN OR WOOSLEY. — Fee, $10.00.
16 double periods.

This course is designed to present the outlines of economic theory and to give the student an understanding of the general principles underlying our complicated industrial life. An analysis is made of the forces which operate in markets to determine value and the features of the consumptive, productive, and distributive processes are presented.

E. 1b. GENERAL ECONOMICS. — Credit, ½ course.
PROFESSOR BROWN OR WOOSLEY. — Fee, $10.00.
16 double periods.

Continuation of E. 1a.

Commerce

E. 1a. ACCOUNTING PRINCIPLES (Elementary). — Credit, ½ course.
MR. HEARN — Fee, $10.00.
Laboratory fee $3.00.
16 double periods.

Lectures with laboratory work. Study of the theory of debit and credit, record making, organization of accounts, and presentation of financial and profit and loss statements. Laboratory exercises in accounting problems and technique.

E. 1b. ACCOUNTING PRINCIPLES (Elementary) — Credit, ½ course.
MR. HEARN — Fee, $10.00.
Laboratory fee $3.00.
16 double periods.

Continuation of E. 1a.

E. 11a. INDUSTRIAL MANAGEMENT. Credit, ½ course.
PROFESSOR MATHERLY. Fee, $10.00.
16 double periods.

This course covers the problems involved in the construction, equipment, and internal administration of an industrial enterprise. The location of plant; adaptation of building to processes; routing of work; types of specialization and methods of co-ordinating workers and departments; the delegation of authority and relation of responsibility to authority; the development and maintenance of standards; methods of purchasing, storing, and checking up materials; the determination and recording of costs; the handling of labor.

E. 11b. INDUSTRIAL MANAGEMENT. Credit, ½ course.
PROFESSOR MATHERLY. Fee, $10.00.
16 double periods.

Continuation of E. 11a.

E. 14. EMPLOYMENT MANAGEMENT. Credit, ½ course.
PROFESSOR MATHERLY. Fee, $10.00.
16 double periods.

A critical study of the methods of hiring and handling employees in the various lines of industry. The supply, selection, training, promotion, transfer, and discharge of employees; the computation and significance of labor turnover; housing, educational, and recreational facilities; the functions of an employment department with reference to efficiency and the maintenance of good will between employers and employees.

E. 20a. SALESMANSHIP. Credit, ½ course.
PROFESSOR TAYLOR Fee, $10.00.
16 double periods.

This course will include a careful analysis of the psychology of selling; the qualifications of a good salesman, and their development; the relative value of suggestion, persuasion, and argument in securing decision; the scientific analysis of a sale —the preapproach, the approach, the demonstration and consummation. Typical problems in selling at retail and wholesale and in marketing various type of specialties are presented.

E. 20b. SALESMANSHIP. Credit, ½ course.
PROFESSOR TAYLOR Fee, $10.00.
16 double periods.

Continuation of E. 20a.

E. 22a. ADVERTISING. Credit, ½ course.
PROFESSOR TAYLOR Fee, $10.00.
16 double periods.

This course consists of a study of the psychological basis of advertising, the types of advertising, and their adaptation to the various lines of business, the relative value of the various media, the mechanism of an advertisement and methods of testing effectiveness. Attention is also given to the work of planning and executing an advertising campaign and checking up results. Practical problems are a part of the course.

E. 22b. ADVERTISING. Credit, ½ course.
PROFESSOR TAYLOR Fee, $10.00.
16 double periods.

Continuation of E. 22a.

E. 31. BANKING PRACTICE. Credit, ½ course.
PROFESSOR MURCHISON. Fee, $10.00.
16 double periods.

Organization and management of a commercial bank. Duties and responsibilities of different departments and officials. Handling of credit instruments, checks, drafts, acceptances, and bills of exchange. Clearance and collection operations. Process of financing the business man. Determination of a line of credit. Analysis of the borrower's statement, and the chief principles and forces governing the extension of credit. Building up the bank's portfolio. Different types of loans and investments. Inter-relationships of deposits, reserves, and loans. Banking and the business cycle. Relation of the individual bank to the banking system as a whole.

E. 46. FOREIGN TRADE PRACTICE. Credit, ½ course.
PROFESSOR ZIMMERMAN. Fee, $10.00.
16 double periods.

This course treats of foreign trade as a business profession and serves to prepare for entrance into the field; emphasis throughout is on practical problems.
Part I. The organization of foreign trade: Export departments, middlemen and their functions; co-operation.
Part II. Methods: Direct versus indirect exporting; export campaigns; sales policies.
Part III. Foreign market analysis.
Part IV. Paper work and technical procedure in exporting and importing, including foreign trade financing.

E. 60a. BUSINESS LAW. Credit, ½ course.
PROFESSOR ATKINS. Fee, $10.00.
16 double periods.

The aim of the course is to give the student an understanding of the main principles of law which govern in the daily conduct of business. The topics discussed are: Contracts, agencies, negotiable instruments, sale, bailments, corporations, partnerships, and bankruptcy.

E. 60b. BUSINESS LAW. Credit, ½ course.
PROFESSOR ATKINS. Fee, $10.00.
16 double periods.

Continuation of E. 60a.

Allied Courses

E. 20. BUSINESS ENGLISH. Credit, ½ course.
PROFESSOR HOWELL OR MR. WILLIAMS. Fee, $10.00.
16 double periods.

This is a practical course for business men and women. The course will include a discussion of the mechanical make-up of the business letter and the principles of rhetoric underlying all written work. It will deal with such matters as punctuation, sentence and paragraph structure, unity and emphasis, and will be adapted as far as possible to the needs of the members of the class. Attention will be given also to such types of letters as complaint and answer, reminder, acknowledgment, recommendation, application, collection, form, and follow-up.

SCHOOL OF COURSES

Education

E. 1a. FUNDAMENTALS OF EDUCATION. Credit, ½ course.
PROFESSOR STEVENS Fee, $10.00.
16 double periods.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions. (Sophomore course required of all students in the School of Education who do not elect Psychology 1-2.)

E. 1b. FUNDAMENTALS OF EDUCATION. Credit, ½ course.
PROFESSOR STEVENS Fee, $10.00.
16 double periods.

Continuation of E. 1a.

E. 2a. PRINCIPLES OF EDUCATION. 16 double periods.
PROFESSOR..... Fee, $10.00.
Sophomore course. Credit, ½ course.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: First, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not.

E. 2b. PRINCIPLES OF EDUCATION. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
Sophomore course. 16 double periods.
Continuation of E. 2a.

E. 4a. EDUCATIONAL SOCIOLOGY. Credit, ½ course.
PROFESSOR ODUM OR STEVENS Fee, $10.00.
16 double periods.

(For description of this course see E. 4a Educational Sociology listed under the School of Public Welfare.)

E. 4b. EDUCATIONAL SOCIOLOGY. Credit, ½ course.
PROFESSOR ODUM OR STEVENS Fee, $10.00.
16 double periods.

Continuation of E. 4a.

E. 20a. EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
PROFESSOR ODUM OR STEVENS Fee, $10.00.
16 double periods.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement.

E. 20b. EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
PROFESSOR JORDAN OR STEVENS Fee, $10.00.
16 double periods.

Continuation of E. 20a.

E. 26a. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Credit, ½ course.
Fee, $10.00.
PROFESSOR KNIGHT. 16 double periods.

This course gives a historical survey of public school education in the Southern States with especial attention to its de-

velopment in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. Textbook, lectures, investigations, and reports.

E. 26b. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Credit, ½ course. Fee, $10.00.
PROFESSOR KNIGHT. 16 double periods.
Continuation of E. 26a.

E. 31a. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION. Credit, ½ course. Fee, $10.00.
PROFESSOR KNIGHT. 16 double periods.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The county as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Textbooks, lectures, special investigations, and reports.

E. 31b. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION Credit, ½ course. Fee, $10.00.
PROFESSOR KNIGHT. 16 double periods.
Continuation of E. 31a.

E. 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Credit, ½ course. Fee, $10.00.
PROFESSOR..... 16 double periods.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States.

E. 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Credit, ½ course. Fee, $10.00.
PROFESSOR..... 16 double periods.
Continuation of E. 36a.

E. 37a. PUBLIC EDUCATION IN THE UNITED STATES. Credit, ½ course. Fee, $10.00.
PROFESSOR KNIGHT OR MOSHER. 16 double periods.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modification of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America.

E. 37b. PUBLIC EDUCATION IN THE UNITED STATES. Credit, ½ course. Fee, $10.00.
PROFESSOR KNIGHT OR MOSHER. 16 double periods.

Continuation of E. 37a.

E. 42a. THE PUBLIC SCHOOL PRINCIPALSHIP. Credit, ½ course. Fee, $10.00.
PROFESSOR..... 16 double periods.

This course considers those problems of the public school principal that have to do with the organization and administration of a school and with the supervision of the school plant and equipment. Textbook: Cubberley's *The Principal and His School.*

E. 42b. THE PUBLIC SCHOOL PRINCIPALSHIP. Credit, ½ course. Fee, $10.00.
PROFESSOR..... 16 double periods.

This course considers those problems of the public school principal that have to do with the improvement of instruction and of the course of study. Experience in teaching and Education 42a, or its equivalent, are prerequisites to this course.

E. 43a. ELEMENTS OF STATISTICAL METHODS. Credit, ½ course. Fee, $10.00.
PROFESSOR..... 16 double periods.

The first meetings in this course will consider various methods of collecting data for educational, psychological, social, and economic investigations. The interpretation of data by graphic and mathematical devices will be taught chiefly by examples. Numbering, tabulation, the calculation of averages

and variabilities, the transmutation of measures, and simple correlations will be included. Students will be required to plan experiments and statistical investigations for the solution of problems in their own fields of interest. Readings, demonstrations, problems, reports, and critical discussion.

E. 43b. ELEMENTS OF STATISTICAL METHODS. — Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR.....
Continuation of E. 43a.

E. 46a. CLASSROOM MANAGEMENT. — Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR STEVENS

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Textbook, special readings, observations, and reports.

E. 46b. CLASSROOM MANAGEMENT. — Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR STEVENS

Continuation of E. 46a.

E. 51a. PRINCIPLES OF SECONDARY EDUCATION. — Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MOSHER.

This course parallels the first half of Education 51 in the University catalogue. It is based directly upon Inglis' *Principles of Secondary Education,* Parts I and II. It deals with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries, its relation to elementary and higher education, the social principles determining it, and its aims and functions.

E. 51b. PRINCIPLES OF SECONDARY EDUCATION. — Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MOSHER.

This course parallels the second half of Education 51 in the University catalogue. It is based directly upon Inglis'

Principles of Secondary Education, Part III. It deals with the "means and materials of secondary education." It takes up such topics as the program of studies, criteria of subject value; the place of the various high school subjects in the program of studies; the organization of secondary education, etc.

E. 52a. GENERAL METHODS IN SECONDARY EDUCATION. Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MOSHER.

This course parallels the first half of Education 52 in the University catalogue. It is based upon Colvin's *Introduction to High School Teaching.* It deals with a general survey of the nature of the secondary school pupil and of the laws of learning which underlie and determine the conduct of the recitation and the management of the class.

E. 52b. GENERAL METHODS IN SECONDARY EDUCATION. Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MOSHER.

This course parallels the second half of Education 52 in the University catalogue. It is based upon Parker's *Methods of Teaching in High Schools.* It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc.

E. 55a. SOCIAL POLICY AND EDUCATION. Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MOSHER.

Fundamental problems in the social and ethical theory of education. Throughout the course the school as a social agency is considered from the standpoint of the social ideals and the social organization peculiar to the American Democracy. Problems of social progress are treated from the standpoint of education, an attempt is made to define a social policy for education, and the vital educational issues involved in that policy are freely discussed. Textbook, lectures and special investigations.

E. 55b. SOCIAL POLICY AND EDUCATION. Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MOSHER.

Continuation of E. 55a.

E. 62a. TESTS AND MEASUREMENTS. Credit, ½ course.
PROFESSOR TRABUE, JORDAN, OR STEVENS Fee, $10.00.
16 double periods.

This course consists of demonstrations, practical exercises, reading, and lectures in the field of educational and mental tests. Each student administers various tests to an entire class of pupils and reports the results to the instructor. Methods of interpretation and statistical analysis are mastered by easy stages, and a background for the critical study of new tests is developed. Textbook: Trabue's *Measuring Results in Education.*

E. 62b. TESTS AND MEASUREMENTS. Credit, ½ course.
PROFESSOR TRABUE, JORDAN, OR STEVENS Fee, $10.00.
16 double periods.

Continuation of E. 62a.

E. 63. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. Credit, ½ course.
PROFESSOR JORDAN. Fee, $10.00.
16 double periods.

The psychological processes involved in the learning of reading, writing, arithmetic, history, and geography. The application of the laws of learning is made to the arrangement of material within each subject. (This course parallels s 63 in the summer school catalogue.)

SCHOOL OF ENGINEERING

E. 2a. MECHANICAL DRAWING. Credit, ½ course.
PROFESSOR SMITH. Fee, $10.00.
16 double periods.

This course is designed to help the student interpret and read working drawings. It embodies lettering, the use of drawing instruments, the elementary principles of mechanical drawing, and the reading of typical completed drawings.

E. 2b. MECHANICAL DRAWING. Credit, ½ course.
PROFESSOR SMITH. Fee, $10.00.
16 double periods.

Continuation of E. 2a.

DEPARTMENT OF ENGLISH

E. 1a. FRESHMAN ENGLISH. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
16 double periods.

Intensive reading, chiefly in prose; extensive reading among selected books and periodicals; constant written compositions and progressive exercises in sentence structure, paragraph structure, and organization of compositions.

E. 1b. FRESHMAN ENGLISH. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
16 double periods.

Continuation of E. 1a.

E. 3a. ENGLISH LITERATURE. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
Required of all sophomores. 16 double periods.

Works representative of prominent figures in successive periods of English literature are studied as an expression of the life and thought of the periods in which they were written and as the embodiment of permanent human interests and ideals.

E. 3b. ENGLISH LITERATURE. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
Required of all sophomores. 16 double periods.
Continuation of E. 3a.

E. 16a. PUBLIC SPEAKING. Credit, ½ course.
PROFESSOR MCKIE. Fee, $10.00.
16 double periods.

The object of the course is to give training in clear, effective speaking. In securing that object the following aspects of speech are dealt with: Voice and gesture; the relation of speaker and audience; analysis of speech subject, the selection and organization of material (such as evidence in argumentative speeches), debating; forms of speech other than argumentative with special consideration of the audience—the psychology of the audience and persuasion.

E. 16b. PUBLIC SPEAKING. Credit, ½ course.
PROFESSOR MCKIE. Fee, $10.00.
16 double periods.

Continuation of E. 16a.

E. 20. BUSINESS ENGLISH. Credit, ½ course.
PROFESSOR HOWELL OR MR. WILLIAMS. Fee, $10.00.
16 double periods.

(For description of this course see E. 20 Business English listed under School of Commerce.)

E. 21a. ADVANCED COMPOSITION. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
16 double periods.

A course in expository writing for students desiring practice in organization of material. While complete in itself, the course is intended to give an understanding of practical rhetorical principles such as will lay a foundation for other forms of writing.

E 21b. ADVANCED COMPOSITION. Credit, ½ course.
PROFESSOR..... Fee, $10.00.
16 double periods.

Continuation of E. 21a.

E. 59a. AMERICAN LITERATURE. Credit, ½ course.
PROFESSOR MCKIE. Fee, $10.00.
16 double periods.

A survey of American literature from colonial times to the present. Specimens of the work of nearly all the writers of any importance are read. In this way a general idea of the whole field is secured. The main emphasis of the course, however, is placed on the principal writers in each period, such as Washington Irving, Cooper, and Bryant in the New York period; Emerson, Hawthorne, Longfellow, Whittier, Holmes, Poe, Thoreau, and Lowell in the New England period; and Lincoln, Whitman, and others in the later periods. Written reports are required from those who take the course for credit.

E. 59b. AMERICAN LITERATURE. Credit, ½ course.
PROFESSOR MCKIE. Fee, $10.00.
16 double periods.

Continuation of E. 59a.

E. 71a. THE MODERN DRAMA. Credit, ½ course.
PROFESSOR ROYSTER Fee, $10.00.
16 double periods.

The main purpose of this course is to offer the student a general acquaintance with the chief tendencies of English

and Continental drama of the past thirty years. The plays upon which the course is based are printed in Dickinson's *Chief Contemporary Dramatists* (First Series).

E. 71b. THE MODERN DRAMA. Credit, ½ course.
PROFESSOR ROYSTER Fee, $10.00.
16 double periods.

Continuation of E. 71a.

DEPARMENT OF HISTORY

E. 1a. FOUNDATIONS OF MODERN HISTORY. Credit, ½ course.
PROFESSOR CALDWELL OR NEWSOME Fee, $10.00.
16 double periods.

A general course dealing with the fundamental factors in modern civilization in Europe and the United States. The emphasis of the course will rest upon the commercial revolution, European expansion, the Protestant revolt, colonial and dynastic rivalry, the Old Regime, the French Revolution, the industrial revolution, the rise of democracy, the growth of modern imperialism, and the course of modern international relations. Lectures, textbooks, and readings.

E. 1b. FOUNDATIONS OF MODERN HISTORY. Credit, ½ course.
PROFESSOR CALDWELL OR NEWSOME Fee, $10.00.
16 double periods.
Continuation of E. 1a.

E. 43a. MODERN EUROPE. Credit, ½ course.
PROFESSOR HIGBY. Fee, $10.00.
16 double periods.

A study of the principal political, economic, and social movements in the history of Europe since 1815.

E. 43b. MODERN EUROPE. Credit, ½ course.
PROFESSOR HIGBY. Fee, $10.00.
16 double periods.

Continuation of E. 43a.

E. 51a. COLONIAL AMERICAN HISTORY. Credit, ½ course.
PROFESSOR CONNOR. Fee, $10.00.
16 double periods.

A general survey of the British colonies in America in the 17th century; European background; territorial claims and European expansion; race elements; social, economic, and political development. Textbook, lectures, readings, and reports.

E. 51b. COLONIAL AMERICAN HISTORY. Credit, ½ course.
PROFESSOR CONNOR. Fee, $10.00.
16 double periods.

Continuation of E. 51a.

E. 54a. THE ANTE-BELLUM PERIOD (1815-1860) Credit, ½ course.
Fee, $10.00.
PROFESSOR NEWSOME. 16 double periods.

A social, economic, and political study of the period—the westward movement, state rights, philosophy, Jacksonian democracy, development of nationalism, controversy over negro slavery, the rest of southern rights, and the causes of the stroke for southern independence. Textbook, lectures, readings, reports.

E. 54b. THE ANTE-BELLUM PERIOD (1815-1860) Credit, ½ course.
Fee, $10.00.
PROFESSOR NEWSOME. 16 double periods.
Continuation of E. 54a.

E. 59a. HISTORY OF NORTH CAROLINA. Credit, ½ course.
PROFESSOR CONNOR. Fee, $10.00.
16 double periods.

General survey of colonization and territorial growth; colonial institutions; intercolonial and imperial relations, revolution and independence; constitutional and institutional development; Federal relations; civil war and reconstruction; recent political, economic, and educational developments. Lectures and readings.

E. 59b. HISTORY OF NORTH CAROLINA. Credit, ½ course.
PROFESSOR CONNOR. Fee, $10.00.
16 double periods.

Continuation of E. 59a.

Government

E. 1a. UNITED STATES GOVERNMENT. Credit, ½ course.
PROFESSOR HAMILTON. Fee, $10.00
16 double periods.

In this course an intensive study will be made of the government and politics of the United States. Textbooks, lectures, discussions, and readings.

E. 1b. UNITED STATES GOVERNMENT. Credit, ½ course.
PROFESSOR HAMILTON. Fee, $10.00.
16 double periods.

Continuation of E. 1a.

DEPARTMENT OF MATHEMATICS

E. 1a. MATHEMATICAL ANALYSIS I. Credit, ½ course.
PROFESSOR LASLEY. Fee, $10.00.
Required of freshmen. 16 double periods.

A study of functions and their graphs, the limit notion, graphical treatment of rates, mean ordinates, maximum and minimum, areas, etc.—an introduction to the notions of the differential and integral calculus. Graphical solution of equations.

E. 1b. MATHEMATICAL ANALYSIS I. Credit, ½ course.
PROFESSOR LASLEY. Fee, $10.00.
Required of freshmen. 16 double periods.
Continuation of E. 1a.

E. 1 Ea. UNIFIED MATHEMATICS FOR ENGINEERS. Credit, ½ course.
PROFESSOR WINSOR. Fee, $10.00.
16 double periods.

This course is designed for engineering students and deals with college algebra, trigonometry, and analytic geometry including an introduction to the differential and integral calculus. The fundamental purpose of this course is so to coordinate these subjects as to train students to handle readily practical problems in engineering.

E. 1 Eb. UNIFIED MATHEMATICS FOR ENGINEERS. Credit, ½ course.
PROFESSOR WINSOR. Fee, $10.00.
16 double periods.
Continuation of E. 1 Ea.

E. 51. THE TEACHING OF MATHEMATICS. Credit, ½ course.
PROFESSOR HOBBS. Fee, $10.00.
16 double periods.

The purpose, value, and content of courses in high school mathematics; applications of mathematics; junior high school mathematics. Recent changes in the methods of studying mathematics. A careful study will be made of the recommendations of the National Committee on Mathematical Requirements. (This course parallels s 51 in the summer school catalogue.)

DEPARTMENT OF MUSIC

E. 2. APPRECIATION OF MUSIC. Credit, ½ course.
PROFESSOR WEAVER OR MR. HARD. Fee, $10.00.
16 double periods.

Previous musical training not required but students must be able to concentrate in listening. The purpose of this course is to familiarize the student with the most important forms of music, and to teach him to listen attentively and intelligently to the important works in music literature. A comparison will be made between popular music and music of a higher order, and the student will be taught to gauge with understanding and discrimination the music that he hears.

E. 3. APPRECIATION OF MUSIC. Credit, ½ course.
PROFESSOR WEAVER OR MR. HARD. Fee, $10.00.
16 double periods.

Continuation of E. 2.

E. 10. HISTORY OF MUSIC. Credit, ½ course.
PROFESSOR WEAVER OR MR. HARD. Fee, $10.00.
16 double periods.

Previous musical training not required. This course outlines the general history of music with emphasis on the great masters. Attention will be given to the rise and development of the various music forms, such as the opera, the oratorio, and the symphony.

E. 11. HISTORY OF MUSIC. Credit, ½ course.
PROFESSOR WEAVER OR MR. HARD. Fee, $10.00.
16 double periods.

Continuation of E. 10.

DEPARTMENT OF PHILOSOPHY

E. 1a. HISTORY OF PHILOSOPHY. Credit, ½ course.
PROFESSOR BUTT. Fee, $10.00.
16 double periods.

The history of philosophy from its origin among the Greeks to the present time; the various philosophical systems in their relation to the science and general civilization of the ages to which they belong, and their application to social, political, and educational problems.

E. 1b. HISTORY OF PHILOSOPHY. Credit, ½ course.
PROFESSOR BUTT. Fee, $10.00.
16 double periods.

Continuation of E. 1a.

E. 4a. ELEMENTARY AESTHETICS. Credit, ½ course.
PROFESSOR GREENE. Fee, $10.00.
16 double periods.

The history and philosophy of the fine arts.

E. 4b. ELEMENTARY AESTHETICS. Credit, ½ course.
PROFESSOR GREENE. Fee, $10.00.
16 double periods.

Continuation of E. 4a.

DEPARTMENT OF PHYSICS

E. 13a. TEACHERS' COURSE. Credit, ½ course.
PROFESSOR STUHLMAN. Fee, $10.00.
Laboratory fee, $2.50.
16 double periods.

The course is designed for teachers who wish a review of the subject, with some suggestions on teaching and on building and purchasing apparatus. Millikan and Gale's *Practical Physics* will be used, and the *Laboratory Manual* of Millikan, Gale, and Bishop. (This course parallels s 13 in the summer school catalogue.)

E. 13b. TEACHERS' COURSE. Credit, ½ course.
PROFESSOR STUHLMAN. Fee, $10.00.
Laboratory fee, $2.50.
16 double periods.

Continuation of E. 13a.

E. 14a. ASTRONOMY. Credit, ½ course.
PROFESSOR PATTERSON. Fee, $10.00.
16 double periods.

A general course in descriptive and historical astronomy; lectures and recitations with use of lantern slides, star-maps, telescope, etc.

E. 14b. ASTRONOMY. Credit, ½ course.
PROFESSOR PATTERSON. Fee, $10.00.
16 double periods.

Continuation of E. 14a.

DEPARTMENT OF PSYCHOLOGY

E. 1a. GENERAL PSYCHOLOGY.
PROFESSOR DASHIELL.

Credit, ½ course.
Fee, $10.00.
Laboratory fee, $1.00.
16 double periods.

The aim of the course is to present the essential phenomena of psychology, and the various methods of approach. Emphasis is placed on the organic relationship within the whole field. Lectures, textbooks, laboratory.

E. 1b. GENERAL PSYCHOLOGY.
PROFESSOR DASHIELL.

Credit, ½ course.
Fee, $10.00.
Laboratory fee, $1.00.
16 double periods.

Continuation of E. 1a.

E. 22a. THE PSYCHOLOGY OF LEARNING.
PROFESSOR DASHIELL.

Credit, ½ course.
Fee, $10.00.
Laboratory fee, $1.00.
16 double periods.

A study of how learning proceeds. The class will be given experiments and demonstrations throughout the course and this will serve as the basis for the discussion of principles involved, such as the training of different kinds of functions as motor habits, memory, etc., various methods of learning, the effects of interests and incentives, transference and interference, individual differences in learning, etc.

E. 22b. THE PSYCHOLOGY OF LEARNING.
PROFESSOR DASHIELL.

Credit, ½ course.
Fee, $10.00.
Laboratory fee, $1.00.
16 double periods.

Continuation of E. 22a.

E. 26a. CHILD PSYCHOLOGY.
PROFESSOR.....

Credit, ½ course.
Fee, $10.00.
Laboratory fee, $1.50.
16 double periods.

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PROFESSOR ODUM OR MEYER.

The study of modern social problems. Part I: The individual in relation to society. Part II: The modern problems classified in accordance with the six major social institutions. Part III: Democracy, public welfare, and social progress.

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Continuation of E. 10a with special emphasis upon concrete studies of special problems, intensive reading within limited fields, and specific programs of social work.

E. 23. THE THEORY OF PLAY AND RECREATION. Credit, ½ course. Fee, $10.00. 16 double periods.
PROFESSOR MEYER.

The theory of play and recreation is studied in this course, while in the course which follows, E. 24, the practice is stressed. In this course the play movement is given with emphasis on

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PROFESSOR MEYER.

In this course the practical field of play and recreation is entered. A helpful bibliography is studied. Playground plans, equipment, and activities are suggested. Emphasis is given to game analysis and methods of game instruction. Organization work is studied. Boys' and girls' clubs; camp life as a part of the recreational program; special holiday activities and general athletics are some of the other topics studied. Many helpful aids and suggestions are given. Plays of simple imitation, story plays, rhythmic plays, contests, goal games, tag games, team games, and plays for special occasions feature the practical work.

NOTE: Any group contemplating taking these two courses should take E. 23 first. E. 24 may follow later.

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Chapel Hill, N. C.

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UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

THE HIGH SCHOOL SOCIETY

OR

CLUB LIFE FOR THE HIGH SCHOOL

By HAROLD D. MEYER
Associate Professor of Sociology

and

CLARA B. COLE
Secretary of Library Extension Service

SUGGESTIONS FOR HIGH SCHOOL SOCIETIES
ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

THE UNIVERSITY OF NORTH CAROLINA PRESS
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LETTER OF INTRODUCTION

To the High Schools of the State:

As a result of the many requests for assistance from high school societies, Professor Harold D. Meyer of the Department of Sociology and Miss Clara B. Cole, in charge of the Library Extension Service, have co-operated in preparing this bulletin, which is the first published by the Bureau of Public Discussion for the Library Extension Service. Its purpose is to place before teachers and students, programs and suggestions in convenient form for their high school societies. Package libraries have been assembled on all the subjects listed in the bulletin and are on file for the use of those fulfilling the requirements. This bulletin will be sent free to all schools in the State. For additional copies a small charge will be made. Leaders of high school societies requiring help on these suggestions are requested to apply to the *Library Extension Service.* Other services of the University Extension Division are listed on the following pages.

NELLIE ROBERSON,

In Charge Bureau of Public Discussion.

October, 1924.

SERVICES OF THE BUREAU OF PUBLIC DISCUSSION

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II. Library Extension Service to High Schools:

Debates
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Plays for High School Production

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OTHER AIDS OFFERED TO THE HIGH SCHOOLS BY THE UNIVERSITY EXTENSION DIVISION

Bulletins. Many bulletins have been prepared especially for high schools on such subjects as playgrounds, school dramatics, parent-teacher associations, commencement programs, and school lunches. A list of these may be obtained upon application.

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North Carolina Dramatic Association. This association is interested in promoting dramatic work in communities. A field agent is available for guidance and assistance in the writing and production of community plays, pageants, and festivals. Write for further information.

North Carolina High School Debating Union. An annual debate is sponsored by this organization in connection with the Bureau of High School Debating and Athletics of the Extension Division. For particulars write to the Bureau.

Bureau of Community Service and Recreation. This Bureau offers assistance to the community in promoting county fairs, home chautauquas, play and playground activities, including the laying out of playgrounds and suggestions regarding equipment and materials, and other community services.

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For information concerning any of these services, apply to the

UNIVERSITY EXTENSION DIVISION

CHAPEL HILL, N. C.

PREFACE

The Extension Division receives from the secondary schools of the State many calls for aid and suggestions with regard to club life. The demand has been of such a nature as to warrant a bulletin with the following purposes in view:

1. To create a new and vital interest in high school club and society life.

2. To attempt to answer the many questions sent in and to offer further suggestions and helps.

3. To make the high school society something more than a form of procedure.

4. To stimulate activity by suggesting fields of endeavor.

5. To give the essentials of organization and general organizing procedure.

6. To open a field for program materials along helpful lines.

7. To show the way to sources of information that will develop interest.

8. To offer the services of the Extension Division to the secondary schools of the State.

There has been no attempt to cover the entire field of activities in which the society may engage. The bulletin is suggestive in nature and it is hoped that the contribution will be serviceable to the high schools of the State in preparing their school society programs and in increasing the general value of education.

H. D. M.
C. B. C.

THE AIMS OF SECONDARY EDUCATION

"*The key to any analysis of aims in education is to be found in an analysis of the activities of life in which people do or should engage. The aims of secondary education, therefore, as of any department of education, must be interpreted in terms of the activities in which individuals may be expected normally to participate. Three important groups of activities require the participation of the individual and establish three fundamental aims in secondary education. These aims are:*

A. *The preparation of the individual as a prospective citizen and co-operating member of society—the Social-Civic Aim.*

B. *The preparation of the individual as a prospective worker and producer—the Economical-Vocational Aim.*

C. *The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society—the Individualistic-Avocational Aim.*

It must be recognized that these three aims are not mutually exclusive, but rather that they are in a high degree interrelated and interdependent. Taken together they constitute the Social Aim of secondary education in the broadest sense of the term. Every individual as a social unit is at the same time a citizen, a worker, and a relatively independent personality. The three phases of his life cannot be divorced, and in the secondary school preparation no one of those phases of life should be neglected."—Inglis, Principles of Secondary Education.

THE HIGH SCHOOL SOCIETY

Along with the general development of the secondary education curriculum have grown many extra-curricular activities. Starting with the literary society these activities have become numerous and varied. The literary society still occupies first place and it is upon this that special emphasis is directed.

The Trend

Some high school leaders have attempted to draw a sharp line of distinction between education through the curriculum and education through the channels of extra-curricular activities. Surely there can be little satisfaction in or justification of this attitude. When the extra-curricular activities are properly organized, directed, and supervised they should form a most constructive instrument of educational advancement. All of them may be properly correlated and are closely related to all phases of the general curriculum. The literary societies, musical clubs, class groups, athletic associations, and various other social organizations contribute directly and vitally to the fundamental aims of secondary education—social-civic, economic-vocational, and individualistic-avocational trends. To consider them as a necessary evil is but to lose opportunity for proper and wholesome functioning of the curriculum. To recognize their educational value is to use them as vital and fundamental forces for better character building.

The Situation

Unusual impetus is now being given to the high school society. Formal attempts are being made to change conditions and to allow the society to become the force that it should be in the high school program. In an article written by Miss Eunice Mackay of the Lincolnton High School in the first issue of *The North Carolina Teacher* we find that "one of the most perplexing problems of the high school is that of the 'Literary Society.' In many of our schools these societies

merely exist. They are doing nothing to justify their existence. Altogether too many teachers will recognize their own school in the following description of the literary society in a large consolidated school in the central part of the state.

" 'The societies were dead,' said the teacher who was discussing this subject, 'dead, and they did not know it. They usually prepared their programs about half an hour before time for the meeting. They were not interested in debating, literary programs bored them, societies were a nuisance anyway—they simply sat through the meetings and thought up michief.'

"In many of the schools the literary societies come to life only at the time of the Triangular Debate, staging some kind of a preliminary contest. But even then only a few of the members are vitally concerned, the others being merely onlookers. For the great part of the school year, the programs are a drag and a burden to both teacher and pupils."

This appears to be a fair description of the general situation and it is to change the situation and to offer constructive suggestions, aids, and materials that the special emphasis of this bulletin is directed.

It is natural for the social life of the adolescent boy or girl to develop into being. The gregarious tendency is strongest at this time. The gang spirit shows itself in many ways. To capture the gang and not to work against it is to use it in the social education of the adolescent. He learns some of the greatest lessons in loyalty, co-operation, brotherhood of man, and idealism in the school of the group. When the school fails to accept leadership here many agencies enter—some of them constructive, some bent on destruction. The situation should not be dodged. It exists. What is needed is to meet it. Here the high school club or society offers the best agency.

Essential Possibilities

Often the student is criticized for the lack of interest in the high school society or charged with laziness and lack of

initiative. Is this entirely true? Is it not true that the part that genuine interest and activity play in the program life of the society is not realized?

Most of the extra-curricular activities spring from spontaneous interest and these should be utilized and directed. They become the proper tools for social training through actual participation and co-operation. The very trend of life places greater emphasis on avocational education and the extra-curricular activities greatly extend the field in this direction. There is also an essential possibility for unifying purposes in every activity of this group. They all offer socializing service to the general program.

Some Outstanding Purposes

Why the high school society or club? What are some of its salient purposes? It seems that there is general agreement among those who have thought out the real values in society and club life for the high school student. Some of the more important purposes will be mentoned and it is hoped that further thought along this line will be stimulated.

1. *Training in Right Thinking.* In all activities where it is necessary to prepare papers, debates, orations, or essays right thinking is of great importance. Every encouragement should be given in making this a fundamental aim.

2. *Socialization.* The student coming into adolescence, or passing through it has a strong gregarious tendency. As a valuable asset for good citizenship the "we feeling" is worth while. Early training in group association is a worthy purpose.

3. *Correct Information.* Training in research and the demand for correct information in expression cannot begin too early. The facts in the case are important today and the ability to obtain correct facts is valuable.

4. *Investigation and Initiative.* In every phase of the program investigation and initiative are needed for best results. The capacity for investigation and the power of initiative are rich assets of progress.

5. *Reading Habit.* In preparation for the program it will be necessary to read extensively. The reading habit will aid in any situation and should be made one of the essential purposes of any organization of this type.

6. *Self-Expression.* Each line of life's activity seems to need organization and in most cases the leaders are those who have the power of self-expression. Every opportunity should be given the pupils to develop this.

7. *Toleration.* One of the world's greatest needs is toleration. Students should be encouraged to study and to understand both sides of the same question.

8. *Seeking Essentials and Organizing Ideas.* Time is saved, useless expenditure of energy is avoided, and thought is directed properly when the pupil can find essentials and organize them into effective values.

9. *Oral Presentation and Correct Habits of Speech.* It is a distinction to be able to stand on one's feet and through oral presentation and correct habits of speech influence thought, mould opinion, and direct action.

10. *Mental Discipline.* Every mind needs discipline and to train the directing force in early life is a purpose worthy of attainment.

11. *Development of Leadership.* Each generation must produce constructive leadership. Educational forces mould leadership and in the direction, planning, and procedure of the extra-curricular activities leadership should stand in the forefront of purposes.

12. *Correlating Subjects.* It is often difficult to find the most effective place for correlation in the general curriculum. In the society opportunity is always present and with proper assistance excellent results are obtained.

Many other purposes and constructive aims offered by the extra-curricular activity could be enumerated but these mentioned are sufficient to show their value and to justify their existence.

ESSENTIALS IN ORGANIZATION

The success of any society depends largely on the form, methods, and extent of organization. There are numbers of factors to be considered in proper organization and these will be taken up before launching upon the program of activity.

Leadership

It is advisable—in most cases absolutely essential—to have faculty supervision, not so much for discipline as for the sympathy and experience that the teachers can give. This does not mean however, that the actual leadership should be taken away from the student upon whom the responsibility really rests and to whom should be given full opportunity for initiative and self-expression.

Membership

Membership into the organization will vary according to school conditions. There is a decided trend to have the society or club-life interest limited to each grade and in this case every member of the grade should be included in membership and given duties to perform. At stated times the different grades may put on a program for the entire school.

When the society is based on the interest of the students, the class lines are destroyed and the high school group divides into various units according to interest. For example, those interested in debating may form a debating society or those interested in music may organize a music club and so on.

If there is a large student body the membership is sometimes divided along sex lines and many times good wholesome rivalry is obtained by having one sex group work against the other, especially if the two groups are divided along one line of interest.

If the group is small the society may include all members of the student body with programs arranged to allow every one some form of participation. But if some of the students are not willing to work and become drones and parasites who

tend to destroy interest in others, it will be worth while to study the individual cases of those involved and try to create an interest. If this does not succeed then it may be necessary to change the form of organization to include a smaller unit. Where all methods fail, exclusion from membership should follow. But it is important to stress the point of trying to have every student engage in some form of society life.

Time, Length and Frequency of Meetings

The time of meeting is an important element in organizing the work, for upon it may depend the life or death of the society. If the school authorities recognize the educational value of such an organization, they should take care to study the local conditions so that the time appointed will be to the best advantage to the student. If the meetings take place during the regular school program then it seems that the best time would be in the early morning, when the minds of the pupils are fresh from the preparation of the night before and there will be less chance of interference with the regular program. If the time is at the end of the school hours confusion during the day in preparation may result or the students may become interested in other afternoon activities. Where the clubs are organized according to grades the time of meeting best adapted to the class situation may be decided by the teacher. Where there are clubs organized according to interests the groups may decide on afternoon or night meetings.

The second factor in time is the length of program. It is suggested at the outset that a short effective program is always better than a long affair. The time limit should not exceed two hours and the program committee must regulate the assignments so as to stay within the time limit. This can be made one of the most effective lessons of club life. *Start on time and close on time.* If this is done and the members know that the meeting will be held within a certain limit the attendance will be larger.

Another factor to consider regarding meetings is their frequency per week, per month, or per season. If the organization is along class lines a meeting each week is not too much. Where the division is according to interests or sex and the entire school forms membership regardless of grade, bi-weekly meetings will be found advisable. In some schools there are meetings held by seasons or schools. Since it is difficult to sustain interest over long intervals, it will be desirable to have meetings at least once every two weeks, or preferably once a week. Do not go to either extreme. Let the local situation regulate this point.

School Credit

If the extra-curricular activity is worthy of a part on the regular school program it is worthy of credit for advancement. This will certainly add interest and will afford an incentive for better work. The amount of credit should depend upon the amount and the type of work accomplished. The whole question of credit should be determined by the school authorities. A candidate should take an active part on the program, should be regular in attendance, and should be recommended for credit in this work by the faculty advisor.

PRACTICAL SUGGESTIONS FOR ORGANIZING THE SOCIETY

Preliminary Steps

Those in charge of high school activities should hold a preliminary meeting, preferably of the faculty, for purposes of discussion, formulating plans, and taking steps for promoting the activities. The discussion should be informal and when certain trends develop definite action should be taken. It is always well for some one person to have in mind a variety of plans and conditions and in a way to guide the discussion.

The preliminary steps in the organization of any club are important. Here the foundations are laid, understandings are begun, and aims are set forth. At this meeting essentials in organization should be laid down, using the preceding chapter on "Essentials in Organization" as a basis for the discussion. Talk over the plans with the leading students and let them present the plan adopted to the school. Endeavor to present to the student body a full front of approval and interest and a full enthusiasm in the plans. Give them every encouragement and allow them to feel that it is for their interest and pleasure that all plans are presented.

Preliminary Meeting

At this meeting preparations are made for the first general meeting. The details and plans worked out in the faculty group should be given to a student group made up of the officers of the various classes, or student leaders, or members of the class chosen by the class to attend this meeting. Of course these plans are subject to the conditions under which the societies are to be conducted.

It will be a good thing to work out every detail at this meeting. It is not necessary that the plans of the group meeting be accepted by the general group but the chances are that they will be. This smaller group can think the plan through so much better than the larger group. Appoint a tem-

porary chairman to preside at the first general meeting. Ask the high school principal or a member of the faculty to open the meeting. Select a few of the best speakers to make short inspirational talks on such topics as: The Benefits of School Clubs; What We Expect to Accomplish; Purpose of Organizing; Value to the School and Community; Suggested Programs; and many similar subjects. Following these it should be understood that the temporary chairman is to lead the discussion and call for further talks. Insist that the talks be short and to the point. If this initial group understands its purpose and goes about its work properly and with enthusiasm, good results will follow. Study the field of members for permanent officers. Choose them with respect to fitness and ability. Try to get students who are not already holding prominent offices so that they may have time to give to the work of the society. A general discussion of the program should take place before the first meeting so that many ideas may be presented.

Work Between Preliminary Meeting and First General Meeting

One of the chief factors during this period is proper publicity. Do not expect the pupils to know all that has taken place. Give widespread publicity to the idea of organizing a society and explain the things to be accomplished and the pleasure to be derived. Discuss with the students the fitness of officers. Find out the leading interests of the group. Create as much wholesome interest as possible for the opening meeting. Make attractive posters and invitations. See that all members of the student body are cordially invited. Check wrong tendencies regarding policies of meeting. Make this the time for developing real interest and enthusiasm for society life.

The First Meeting

The principal or some member of the faculty should open the meeting which should *begin on time.* A community sing will be interesting as a beginner. After a brief opening, the principal should tell about the purpose of the meeting and

call for the election of a temporary chairman. Some one of the initial group should rise and place in nomination the choice of that group. The leader must be sure to call for other nominations. Should no further nominations be made, election should take place. If any others are nominated there should be some regulations as to balloting, and election. The choice for temporary chairman should then take control of the meeting. Select a temporary secretary. It is wise to keep full records of the early meetings as so many policies, rules, and decisions are made.

The temporary chairman should immediately launch into a discussion of organization. Here the members appointed by the initial group can make their short appeals for the society and call for resolutions looking to permanent organization. If it is the will of the group that the society be organized the temporary chairman should appoint a constitution committee and any other committees necessary for permanent organization. A time should then be set for the next meeting. After adjournment interest may be aroused by having a social hour which should be as informal as possible.

Work to Be Done Between the First and Second Meetings

At the appointed time the meeting should be called to order by the temporary chairman. The temporary secretary reads the minutes of the last meeting and they are corrected and approved. The temporary chairman then calls for a report of the constitution committee. The chairman of this committee makes the report with comments. It is then accepted as presented or accepted with changes. After the adoption of the constitution the officers named therein are elected. They take their places. It is a good plan to name the chairman of the various committees and let these chairmen appoint the other members of their committee. The constitution becomes effective as soon as adopted and organization and regulations are governed by it.

NOTE.—In Roberts' "*Rules of Order—Revised Edition*" (p. 284) is found a full parliamentary method of organizing clubs. It will be worth while to follow an authority of this type for all club procedure and the business methods of the meetings.

Name of the Society

Be careful in the choice of names. There is a tendency to get away from such names as Philocosmian, Demosthenian, and Astrokektan and to substitute something closely related to the type of work and interest. This is not essential, however, for many times a secret name is good—one of which only the members know the significance. Often a symbol is used and is effective. Make the name count for something and let it be a symbol of leadership.

Programs

Perhaps the most important phase of society activity is the work of the program committee. Here the real test of genuine value is shown. The society must have a worthwhile program and it is no easy matter to make one; it requires much thought and study on the part of the program committee and for this reason much depends upon a wise choice. Suggested topics for programs are given on pages 27 to 44 of this bulletin.

The programs may be arranged according to the number of meetings and the general purpose of the society. A suggested plan for program procedure is given:

a. Subject for study or discussion
b. Division into topics for discussion
c. Plan and type of meeting
d. Some general suggestions
e. References and materials

The program committee should plan the meetings in time for the members to make the necessary preparations. For the sake of interest the programs should be varied by means of extra activities, outside features, recitations, papers, debates, music, jokes, current events, and local color. Nothing will destroy interest more quickly than repeating the same thing over and over again. When the members have been given their parts they should be directed to sources of material such as the school library, extension divisions, the State Library Commission, or private libraries.

Public Programs

From time to time the society should give public performances. This will be a powerful instrument for interest and will develop a pride in the society. Public interest is needed too and when the public knows and sees the type of work the society is doing, public support is easier to obtain. There should be at least two public performances.

Music

Everyone realizes the importance of music in the program. If the club is other than a music club, be sure that some form of music is on every program. Encourage musical talent. This feature will also add interest. If the club is the music club, then have a recitation, a short open forum, or a paper on some current topic as the feature of the program.

Lectures, Moving Pictures, and Community Sings

Sponsor lectures, moving pictures, and community sings. An effort should be made to have a program of this type at least once a year. Be sure that what you sponsor is representative of the best in community life. Many good results can come to the society in this effort.

Impromptu Meetings

It is a good idea to have one impromptu meeting each year with no particular program. The leader should have in mind a few things to do in the beginning and then let the meeting take its course, though keeping a guiding hand on events to check anything that savors of unwholesomeness. This type of meeting will create fun and produce helpful results.

Practical Meetings

From time to time the committee should plan a practical meeting. Go into the community and aid in the clean-up campaign. Help the community club make the local fair a success. Have a meeting in the form of a hike and nature

study class, another in the form of beautifying the school grounds. Many such activities add interest and enjoyment to the associative life.

Refreshments

It will be impossible to serve refreshments at all meetings and this should not be encouraged. About one meeting every season some kind of inexpensive refreshments may be served. An assessment from each member will take care of this and will be a pleasureable feature. Do not force this fee on members, however, since it may keep some of them away. Let it be a voluntary matter.

Social Side

It will be well worth while to encourage the social side of the society and from time to time have parties, socials, plays, and the like. Pleasure must be added to the program outside of the pleasure derived from the activity. One needs encouragement along this line in constructive and wholesome ways. Many times the social factor makes for and holds interest.

Funds for the Society

Occasions will arise that demand funds. Rather than charge dues and levy fines, it will be best to make the money through some community activity. In a bulletin of the University Extension Division for the parent-teacher associations of the State suggestions are given along this line. The list printed in the bulletin is given here in the hope that it may open avenues of thought that will bring response.

1. *Festivals*—Holiday celebrations, such as May Day, Valentine Parties, Armistice Day. Charge small fee.

2. *Parties*—Children's parties, lawn parties, silver teas, indoor parties, and receptions.

3. *Concerts*—Local talent, musical concerts, band concerts, old fiddlers' convention, victrola concerts, and the like.

4. *Feeds*—Box suppers, chicken stews, pie dinners, cake sale, oyster suppers, sandwich or candy sales.

5. *Community Affairs*—Community Christmas tree, community athletic field day, community picnic, community fair, community circus.

6. *Miscellaneous*—Debates, plays, pageants, sings, school exhibits, spelling bees, popular girl contests, story hours and games, library night, illustrated lectures, moving pictures, rummage sales, and carnivals.

Clipping Bureau

In connection with the school library a clipping bureau should be operated by the school society. It will be a good plan to allow the pupils to conduct this. Select a group that will assume responsibility for the work. It will be a valuable service in gathering proper information on all subjects. The club can subscribe to a few of the outstanding magazines in its fields of interest and much can be obtained from local, county, and state papers. Every effort in organizing this work will bring forth bountiful results. The University Extension Division will be glad to give suggestions and assistance in this work.

LIBRARY EXTENSION SERVICE AND PROGRAMS FOR LITERARY SOCIETIES

The Library Extension Service of the University of North Carolina is prepared to help literary societies with programs by sending package libraries. These libraries are made up largely of magazine articles and pamphlet material, and give as many viewpoints as possible on the topics discussed, so that the borrower may form an unbiased opinion.

Since the length of time to be given to the meeting will vary in different schools, no effort has been made to group the material into programs but instead a classification has been made according to the purpose for which the material is best suited. In some cases it will be considered desirable to have a variety of numbers, for example, a debate or open forum discussion and one or two declamations, or a short talk on some current topic may be arranged. Again it may be possible to select topics from different groups, as a biographical sketch of W. H. Hudson and a talk or paper on birds, or a sketch of John Muir and an essay on national parks. The material on Hudson and Muir is under Biography, and that on birds and the national parks under Essays. While it is not possible to undertake to combine topics for complete programs, suggestions will be made when requests are received well in advance of the meeting. Packages for topics not included in the lists will be made up in answer to special requests if the material has a general usefulness.

No charge is made for service except postage both ways, and five cents on each package to cover packing expenses. This amount may be sent after the material is received. When material requested is not in, a notice of this fact will be sent and the literature will be forwarded without further request as soon as it is available, unless notified that it is no longer desired. It is absolutely essential for satisfactory service that the latest date on which the information can be used shall be stated and a second and third choice of topic be given.

Service is to the individual borrower, but it will not be possible to send material to more than two or three members of the same society at the same time. Packages are loaned for a period of two weeks, five cents a day being charged for every day after this time. An extension of one week is granted on request. It is necessary that borrowers make every effort to return material on time so that other requests may be answered promptly.

SUGGESTED TOPICS FOR PROGRAMS

Debate Queries

The Library Extension Service can furnish material for the debates listed below. Where possible, briefs and bibliographies are ineluded. In all cases information on both sides of the question is sent. Material on these queries should be requested as long in advance as possible, and the date on which the debate is to take place should be given. The second and third ehoices should also be stated.

Cancellation of Allied War Debts
Capital Punishment
Collective Bargaining
Co-operative Marketing of Farm Products
Direct Primaries
Department of Education
Education, Compulsory
Excess Profits Tax
Government Ownership of Coal Mines
Government Ownership of Railroads
Government Ownership of Telephone and Telegraph
Immigration, Present Restrictions
Initiative and Referendum
Labor, Compulsory Arbitration of Labor Disputes in Public Service Corporations
Labor, Kansas Court Plan
Labor, Open vs. Closed Shop
Latin and Greek in High Schools
League of Nations
Merchant Marine, Government Subsidy for
Military Training, Compulsory for Able-bodied men
Minimum Wage
Monroe Doctrine
Moving Pictures, Federal Censorship of
Municipal Government, Commission Form
Municipal Government, City Manager Plan
Municipal Ownership of Light, Water and Transportation
Philippine Independence
Presidential Election, Six year term, without Re-election
Railroad Labor Board Decisions, Enforcement of
Single Tax

Suffrage, Educational Qualification for
Unemployment Insurance
Women, Equal Pay for Equal Work
World Court as Proposed by Harding

Reading and Orations

The following selections may be borrowed from the Library Extension Service. The readings and orations are each in separate covers, so if several are desired from which to make a selection, the titles of all that are wanted should be given. If the choice is not made, specify as closely as possible the type of recitation, and the length of time that the reading is to take. State the date on which the recitation is to be used, and make the request as long in advance as possible.

READINGS AND RECITATIONS (HUMOROUS)

Abandoned Elopement—Joseph C. Lincoln
Americanization of Andre Francois—Stella W. Herron
Animated Hat—F. M. Eastland
Annexation of Cuba—Alice Hegan Rice
April the Twenty-Fifth, As Usual—Edna Ferber
Baby at Rudder Grange—Frank R. Stockton
Bear Story (poem)—James W. Riley
Billy Brod and the Big Lie—Ellis P. Butler
Boogah Man (poem)—Paul L. Dunbar
By Courier—O. Henry
By Telephone—Brander Matthews
Corn-Stalk Fiddle (poem)—Paul L. Dunbar
Dancing School and Dicky—Josephine Dodge Daskam
Day Off—Alice Brown
Emmy Lou—George Martin
For Love of Mary Ellen—Eleanor H. Brainard
Gift of Tact—Charles B. Loomis
How Tom Sawyer Whitewashed His Fence—Mark Twain
In Loco Parentis—Myra Kelly
Joint Owners in Spain—Alice Brown
Little Feminine Casabianca—George Martin
Little Gentlemen—Booth Tarkington
Model Story in Kindergarten—Josephine D. Daskam
Mustard Plaster—Howard Fielding
Patron of Art—Margaret Cameron
Penrod's Busy Day—Booth Tarkington

Play's the Thing—George Martin
Post That Fitted—Rudyard Kipling
Punishment of Robert—Wilbur D. Nesbit
Race for the Widow—Joseph C. Lincoln
Unexpected Guests—Margaret Cameron
Very Lilac One—Anonymous
When Patty Went to College (Crash Without)—Jean Webster
Willie's Dress Suit—Booth Tarkington

Readings and Recitations (Dramatic)

Angel and the Shepherd—Lew Wallace
Answer to Burgundy—Justin H. McCarthy
Call of the Wild—Jack London
Dolores Defies the King—Marion Crawford
Fuzzy Wuzzy (poem)—Rudyard Kipling
Geutlemen! the Kiug!—Robert Barr
Heart of Old Hickory—Will Allen Dromgoole
Highwayman, The (poem)—Alfred Noyes
His Majesty the King—Rudyard Kipling
Madame X—Anonymous
Man in the Shadow—Richard W. Child
Man with One Talent—Richard Harding Davis
My Disreputable Friend, Mr. Raegan—Richard Harding Davis
Piper, The—Josephine Preston Peabody
Set of Turquoise—Thomas Bailey Aldrich
Soul of the Violin—Margaret Merrill
Three Things—Mary R. S. Andrews
Whistling Mother—Grace Richmond
Witching Hour—Augustus Thomas

Readings and Recitations (Inspirational)

House by the Side of the Road (poem)—Sam W. Foss
Humoresque—Henry Van Dyke
If (poem)—Rudyard Kipling
Iu Flanders Field (poem)—John McCrae
Jean Valjean and the Bishop—Victor Hugo
Man of Sorrows—Winston Churchill
Mansion, The—Henry Van Dyke
Service Flag (poem)—William Herschell
Slow Man—Ernest Poole

Declamations and Orations (One to Five Minutes)

Americanism—Henry Cabot Lodge
Americanism—Theodore Roosevelt

Black Horse and His Rider—Charles Sheppard
Burial of the Unknown Soldier—Warren Harding
Character—William Jennings Bryan
Death-Bed of Benedict Arnold—George Lippard
Declaration of Independence—Carl Schurz
Democracy of Tomorrow—Frederick C. Howe
Duty of the South to the Country Boy—Charles E. Maddry
Equality of Opportunity—Henry Van Dyke
Fear God and Take Your Own Part—Theodore Roosevelt
Flag on the Fighting Line—Theodore Roosevelt
Flag We Follow—Woodrow Wilson
Gettysburg Address—Abraham Lincoln
Home, The (Homes of the People)—Henry W. Grady
Idols and Ideals—Max Loeb
Invisible Heroes—Henry Ward Beecher
Makers of the Flag—Franklin K. Lane
Message to Garcia—Elbert Hubbard
Minute Man of the Revolution—George W. Curtis
National Flag—Henry Ward Beecher
New South—Henry W. Grady
Patriotism—Lyman Abbot
Rights of Men—W. A. Northcut
Two Spies, Andre and Hale—Chauncey Depew
Unknown Speaker—George Lippard
Universal Education—Charles B. Aycock

DECLAMATIONS AND ORATIONS (FIVE TO FIFTEEN MINUTES)

American Spirit—Franklin K. Lane
America First—Woodrow Wilson
America's Uncrowned Queen—Homer T. Wilson
Death-Bed of Benedict Arnold—George Lippard
Faith That Is in Us—Winthrop Talbot
Lafayette, We Have Come—Anonymous
Liberty or Death (Call to Arms)—Patrick Henry
Turk Must Go—Harry Ward
War and the Future—John Masefield
War Message, April 2, 1917—Woodrow Wilson

Essay Topics

The Library Extension Service can furnish material on the following topics. Effort has been made to include subjects which come within the experience of the students, or at

least within the range of their interests, so that the information will be used to suggest methods of approach but will not lessen originality in the papers.

American and British Sports
Cartoons as an Aspect of American Humor
Community Drama
Consolidation of Schools
Improvement of School Grounds
Jazz: Its Relation to Music and Modern Life
The Need for Federal Supervision of Natural Resources
North Carolina Resources
The Novel Printed and Filmed
Our National Parks
The Reason for Fashion in Dress
The School as a Community Center
Secret Societies in High Schools and Colleges
The Story of the Flag
Summer Camps
Vocations: Law; medicine; farming; the ministry; advertising; teaching; library work; nursing; interior decorating
What the Public Demands in a Newspaper
Why Young People Are Leaving the Country
Wild Birds and Their Ways
Working Your Way Through College
The Younger Generation Speaking for Itself

Biographies

Package libraries on the lives and achievements of the people listed below may be obtained. This material, which consists largely of magazine articles, is well adapted to biographical essays.

Jane Addams
Lady Nancy Astor
Charles B. Aycock
Barrymore Family
Alexander Graham Bell
Luther Burbank
John Burroughs
Madame Marie Curie
Thomas A. Edison
Ferdinand Foch

Edward K. Graham
Zane Gray
Herbert Hoover
William H. Hudson
Joan of Arc
Helen Keller
Robert E. Lee
Abraham Lincoln
Lloyd George
Edward MacDowell
Mayo Brothers
John Muir
Alfred Nobel
O. Henry
Ignace Paderewski
Theodore Roosevelt
Booth Tarkington
George Washington
Woodrow Wilson
Louis Pasteur
Ramsay MacDonald
Vladmir Lenin
Walter Hines Page
George Bernard Shaw
George P. Steinmetz
Zebulon B. Vance
James A. M. Whistler

Modern Poetry and the American Short Story

Realizing that it is often impracticable for teachers of literature in high schools to touch upon modern or contemporary literature except as an extra-curricular activity, the Library Extension Service has prepared a series of packages on modern poetry and the American short story. Each package is complete in itself and contains sufficient material for a meeting. It would be profitable, in the case of the short story, to take up the discussions of the different elements of the short story before studying the individual writers. Biographical and critical material, as well as poems and stories, is included in the package.

Modern Poetry

Rupert Brooke
Hilda Conkling
Robert Frost
Vachel Lindsay
John Masefield
Edna St. Vincent Millay
Robert Service
Olive Tilford Dargan

The American Short Story

The Short Story as an American Literary Form
The Element of Characterization in Short Stories
The Element of Setting in Short Stories
The Element of Plot in Short Stories
Edgar Allen Poe
Nathaniel Hawthorne
Bret Harte
O. Henry
Melville Davisson Post

Modern Problems and Topics of Current Interest

Package libraries on the following topics may be obtained. This material may be used for essays, for class discussions (especially in schools where a regular period is devoted to a discussion of current events), and in some cases for debates. Second choice should be given together with information as to purpose for which the library is desired.

American Isolation
Child Labor in the United States
County Government in North Carolina
Dawes Plan
Divorce Problem
Excavation in Egypt
Japanese Exclusion
Ku Klux Klan
Muscle Shoals
Negro Migration from the South
Peace and Peace Courts
Prison Reform
Prohibition
Recognition of Russia

Open Forum Discussions

The topics given below have been taken from the list of debates and are suggested as open forum or general class discussions. Since they touch on the experience of the students and will call for an individual reaction, they should be easily adapted to this purpose. Furthermore, if this use is made of these subjects there will be an opportunity to practice the laws of parliamentary usage.

Co-education in Colleges
College Entrance Examinations and Requirements (including the question, Who Shall Go to College?)
High School Athletics: Inter- and Intra-scholastic
High School Publications
Relative Advantages of Small and Large Colleges
Student Self-Government and the Honor System in High Schools
Value of a College Education

Holidays

Package libraries on the holidays listed below are available. These packages include readings and recitations, stories, and, when possible, information concerning the origin of the holiday. Since there is a limited number of packages on each of these days and all requests will necessarily be received at practically the same time, it is particularly requested that the material be kept as short a time as possible. If only readings or stories are desired, this fact should be mentioned.

North Carolina Day, October 12th
Hallowe'en, October 31st
Armistice Day, November 11th
Thanksgiving Day, last Thursday in November
Christmas, December 25th
New Year's Day, January 1st
Lee's Birthday, January 19th
Saint Valentine's Day, February 14th
Washington's Birthday, February 22nd
Arbor Day, Usually Early in May

Science and Invention

The divisions made under the general heading of science and invention are not intended as a logical division of the subject but are chosen solely for convenience. On each of the topics listed packages on progress and recent phases of the subjects are available. The material may be adapted to essays, class discussions, or short talks.

Astronomy
Aviation
Chemistry
Medicine
Photography
Radio

PLAYS FOR HIGH SCHOOL PRODUCTION

The lists given below were compiled by Miss Ethel T. Rockwell, State Representative of the Bureau of Community Drama, and are reprinted by her permission. Other lists will be available from time to time. Address all communications in regard to the selection and production of plays to the Bureau of Community Drama, University of North Carolina, Chapel Hill, N. C.

Full Length Plays

Burbank: *Anne of Old Salem*

5 m. 8 f. (Introduces Cotton Mather and deals with love and witchcraft.) Dramatic Publishing Co., 542 S. Dearborn St., Chicago, Ill.

Child (Editor): *Everyman*—A Morality Play

5 m. 12 f. extras. (Supplements English Literature—also excellent church play.) Houghton Mifflin, Boston.

Dickens: *The Cricket on the Hearth*

6 m. 7 f. (A beautiful, humorous play.) Samuel French, New York City.

Dix: *Rose O' Plymouth Town.* (A Pilgrim Play.)

4 m. 4 f. (Charming romantic comedy.) Dramatic Pub. Co., Chicago.

Fitch: *Nathan Hale*

15 m. 4 f. (Excellent patriotic play of Revolutionary Times.) Samuel French, New York City.

France: *The Man Who Married a Dumb Wife*

7 m. 2 f. (Uproarious farce.) John Lane Co., New York City.

Garnett: *Master Will of Stratford*

10 principals, 20 or more minor characters. (Excellent presentation of Shakespeare as a boy.) MacMillan Co., New York City.

Gillette: *Secret Service*

14 m. 5 f. (An exciting romance of the Civil War centering in Richmond.) Samuel French, New York City.

Holbrook (Translator): *Master Pierre Patelin*

5 m. 1 f. (Excellent old French farce.) Baker Pub. Co., New York City.

Isham and Marcin: *Three Live Ghosts*

6 m. 2 f. (World-War Play.) Samuel French, New York City.

McFadden (Dramatist): *The Man Without a Country*

17 m. 1 f. (Intensely patriotic.) Samuel French, New York City.

MacKaye: *The Canterbury Pilgrims*

46 m. 7 f. and choir boys. (A beautiful historical comedy offering a valuable opportunity to interpret the social, religious, and literary life of early England.) MacMillan Co., New York City.

Merington: *Daphne or Pipes of Arcadia*

9 m. 5 f. extras. (Greek pastoral scenes in Arcadia.) Century Company, New York City.

Mirdlinger: *The First Lady of the Land.*

11 m. 8 f. (Historical play about Philadelphia when capital of the United States.) Baker Pub. Co., New York City.

Ryley: *Mice and Men*

7 m. 5 f. 18th. cent. costumes. (An excellent romantic comedy.) Samuel French, New York City.

Sayre: *Edmund Burke*

13 m. 5 f. costumes 18th. cent. (Supplements American and English Revolutionary history.) American Play Company, 33 W. 42nd St., New York City.

Thomas: *The Copperhead* (In Cohen's Longer Plays.)

7 m. 4 f. (A Civil War romance.) Harcourt, Brace & Co., New York City.

Walker (Editor): *Gammer Gurton's Needle*

6 m. 5 f. (16th. cent. comedy of the broadest farcical type.) Stewart Kidd, Cincinnati.

One-Act Plays

Baring: *Diminutive Dramas*

(20-minute burlesques on historical and mythical characters.) Houghton Mifflin, Boston.

Barrie: *Echoes of the War*

(Four of the best short plays on the World War.) Scribner's, New York.

Beach: *The Clod*

(A Civil War Play). Doubleday, Page Co., Garden City, New York.

BRIGHOUSE: *Maid of France*

(A World War Play.) Phillips and Page Pub. Co., 5 Market Place, Oxford, England.

BROWN: *Short Plays from Dickens*

Chas. Scribner's Sons, New York.

COBB: *Gaius and Gaius Jr.*

(In Carolina Folk Plays, 2nd Series.) (A Carolina Playmaker play of pre-Civil war days). Henry Holt and Co., New York.

DIX: *Allison's Lad*

(A very dramatic play of Cromwell's time.) Henry Holt and Co., New York.

FRANK: *Short Plays about Famous Authors*

Henry Holt & Company, New York.

GREEN: *The Last of the Lowries* (In Carolina Folk Plays)

(A North Carolina mountain play). Henry Holt & Company, New York.

GREEN and LAY: *Blackbeard* (In Ms.)

(A Carolina Playmaker Play of Pirates.) University Extension Division, Chapel Hill, N. C.

LEONARD: *Glory of the Morning*

(The most beautiful, poetic Indian drama. B. W. Huebsch, New York.

MACKAYE: *Sam Average*

(A War of 1812 play.) MacMillan, New York.

MACMILLAN: *Off Nag's Head* (In Carolina Folk Plays)

(Based on Legend of Theodosia Burr.) Henry Holt Company, New York.

MILNE: *The Boy Comes Home.* (In First Plays.)

(A World War Play). A. Knopf, New York.

OSBORNE: *The Good Men Do* (In Plays of the 47 Workshop.)

(Comedy of Shakespeare's time.) Brentanos, New York.

ROGERS: *The Gift*

(Picturesque Story of Pandora.) Stewart Kidd, Cincinnati.

SCHELL: *Maid of Plymouth*

Werner, 113 14th. St., New York.

Shaw: *O' Flaherty V. C.*

(A satirical interlude of the World War.) Brentanos, New York.

Smith: *The Arrow Maker's Daughter*

(A camp-fire Indian play.) Samuel French, New York.

Toy: *Agatha*

(A Carolina Play Maker play of Civil War days.) University Extension Division, Chapel Hill, North Carolina.

Wilde: *His Return*

(In Eight Comedies for Little Theatres.) Little Brown and Co., Boston.

Plays for Commencement and Public Performance

Barrie: *The Professor's Love Story*

(A most delightful comedy.) 3 acts—7 m. 5 f. Sanger and Jordan, New York.

Broadhurst: *The Man of the Hour*

4 acts, 13 m. 3 f. (Good wholesome melodrama centering around a young society man elected mayor.) Samuel French, New York.

Burnett and Gillette: *Esmeralda*

3 acts, 6 m. 5 f. (A most popular play.) Samuel French, New York.

Cushing: *Pollyanna*

3 acts, 5 m. 6 f. Samuel French, New York.

De Mille: *Strongheart*

4 acts, 17 m. 5 f. extras. (A good play of college life centering around an educated Indian.) Samuel French, New York.

Denny: *All of a Sudden Peggy*

3 acts, 5 m. 5 f. (Very popular.) Samuel French, New York.

Drausfield: *The Lost Pleiad*

2 acts, 10 m. 10 f. extras. (An unusually effective Greek play that may be produced by an all woman cast.) Stewart Kidd, Cincinnati. Also in Shay's Treasury of Plays for Women. Little, Brown Co., Boston.

Goldsmith: *She Stoops to Conquer*

5 acts, 15 m. 4 f. (One of the best 18th. century comedies.) Baker Pub. Co., Boston.

HANKIN: *The Cassilis Engagement*

4 acts, 6 m. 8 f. (An amusing contrast of character.) Samuel French, New York.

HAWTREY: *The Private Secretary*

3 acts, 9 m. 4 f. (Good farce.) Samuel French, New York.

HOUSMAN: *The Chinese Lantern*

3 acts, 6 m. 2 f. extras. (Oriental—delightful fantasy.) Samuel French, New York.

HAUSMAN and BARKER: *Prunella*

3 acts, 11 m. 7 f. (A most charming fantasy that may be produced by an all woman cast.) Little, Brown and Co., Boston.

JEROME: *The Passing of the Third Floor Back*

3 acts, 7 m. 6 f. (Strong religious fantasy.) Dodd, Mead and Co., New York.

JONES: *The Manoeuvers of Jane*

4 acts, 9 m. 11 f. (A most laughable comedy.) Samuel French, New York.

KNOBLANCH: *My Lady's Dress*

3 acts, 9 m. 12 f. (An excellent sociological play.) Doubleday, Page & Co., Garden City, New York.

MACKAYE: *A Thousand Years Ago*

4 acts, 9 m. 12 f. (A beautiful, but difficult romance of the Orient.) Doubleday, Page & Co., Garden City, New York.

MANNERS: *Peg O' My Heart*

3 acts, 5 m. 4 f. (A delightful play.) Samuel French, New York.

MASON: *Green Stockings*

4 acts, 4 m. 5 f. (Good comedy.) Samuel French, New York.

MEGRUE and HACKETT: *It Pays to Advertise*

3 act farce, 8 m. 4 f. (Most ingenious and entertaining.) Samuel French, New York.

MILLAY: *The Lamp and the Bell* (In a Treasury of Plays for Women)

5 acts, 15 m. 35 f. (An elaborate dramatic spectacle which may be presented by an all woman cast.) Little, Brown Company, Boston.

MILLER and MILTON: *The Charm School*

3 acts, 5 m. 8 f. or more. (Excellent comedy centering around the situation of a young man inheriting from an aunt a fashionable girls' school) Samuel French, New York.

Moffat: *When Bunty Pulls the String*

3 acts, 5 m. 5 f. (A delightful comedy.) Sanger and Jordan, New York.

Moliere: *The Doctor in Spite of Himself*

3 acts, 8 m. 3 f. (One of the best French farces.) Samuel French, New York.

Montgomery: *Nothing But the Truth*

3 acts, 5 m. 6 f. (Amusing situations.) Samuel French, New York.

Noyes: *Sherwood*

5 acts, 16 m. 6 f. extras. (An outdoor pageant-play. The most beautiful of the Robin Hood plays.) Fred A. Stokes, New York

Parker: *Pomander Walk*

3 acts, 10 m. 8 f. (18th century costumes. A delightful old-fashioned romantic comedy.) Samuel French, New York.

Peabody: *The Piper*

4 acts, 24 characters or more. (A beautiful poetic dramatization of the old story). Houghton Mifflin, Boston.

Shakespeare: *As You Like It*

Shakespeare: *Midsummer Night's Dream*

Smith: *The Fortune Hunter*

4 acts, 17 m. 3 f. (Very humorous comedy of small town life.) Samuel French, New York.

Smith: *Turn to the Right*

3 acts, 6 m. 4 f. (Good comedy.) Samuel French, New York.

Swartout: *The Arrival of Kitty*

3 acts, 5 m. 4 f. (Always popular.) Samuel French, New York.

Tarkington: *Clarence*

4 acts, 5 m. 5 f. (Good comedy centering around an ex-service man.) Samuel French, New York.

Tarkington: *The Country Cousin*

3 acts, 7 m. 6 f. Samuel French, New York.

Tarkington: *Seventeen*

4 acts, 8 m. 6 f. (Most humorous and wholesome.) Portmanteau Play Bureau. Appleton, New York.

THOMAS: *Come Out of the Kitchen*

6 m. 5 f. (Plot centers around an aristocratic but poor Virginia family trying to improve the family fortunes. Amusing situations.) Samuel French, New York.

WEBSTER: *Daddy Long Legs*

4 acts, 6 m. 7 f. 6 children. (Delightful comedy.) Samuel French, New York.

WILDE: *The Importance of Being Earnest*

3 acts, 5 m. 4 f. (Effective, brilliant English comedy. Samuel French, New York.

ZANGWILL: *The Melting Pot*

3 acts, 5 m. 5 f. (Excellent melodrama on the theme of America as God's crucible.) MacMillan, New York.

OPERETTAS

(The Extension Division has copies of each of the operettas named below and will be glad to loan them to any community for examination.)

DE KOVEN: *Robin Hood*

Schirmer Music Co., New York.

GILBERT and SULLIVAN: *The Gondoliers* (Venetian)

Church Music Co., New York.

GILBERT and SULLIVAN: *H. M. S. Pinafore*

Oliver Ditson Co., New York.

GILBERT and SULLIVAN: *Iolanthe* (Greek)

Hitchcock, 25 Anne St., New York.

GILBERT and SULLIVAN: *The Pirates of Penzance*

Hitchcock, 25 Anne St., New York.

GILBERT and SULLIVAN: *Trial by Jury*

Oliver Ditson Co., New York.

JONES: *The Geisha* (Japanese)

The Boston Music Co., Boston.

PEABODY and FREER: *The Piper*

C. C. Birchard, Boston.

PLANQUETTE: *The Bells of Corneville*

Oliver Ditson Co., New York.

Riley and Gaynor: *The Magic Wheel*
John Church Co., New York.

Stevens and Coerne: *The Bells of Beaujolais*
C. C. Birchard, Boston.

Stevens and Hadley: *The Fire Prince*
Oliver Ditson Co., Boston.

Tibbals and Eldridge: *The Captain of Plymouth*
Eldridge Entertainment Co., Franklin, Ohio.

Von Flotow: *Martha*
C. C. Birchard, Boston.

TWO MODEL CONSTITUTIONS

Two model constitutions are offered for consideration. They may serve as models for the society according to the form of organization. They may be modified and amended, made shorter or longer, or changed to meet local conditions as the society sees fit.

The first one presented is taken from University Bulletin on Public Discussion and Debate, Extension Series No. 22. It is modeled somewhat after the constitutions and by-laws of the Dialectic and Philanthropic Literary Societies of the University of North Carolina. It may be too long for the average high school to use effectively. The society may not need all the forms and procedure of this constitution. In fact, a much simpler form adopted to local needs will best suit the situation. This one is presented to show the possibility and the force of an effective constitution.

The second one fits more into the modern trend of high school society life. It is taken from The High School Quarterly, the official organ of the Southern Commission on Accredited Schools and published at the University of Georgia. It is from an article by Miss Barbara M. Tunnell on *Life to the Literary Society.*

MODEL I

CONSTITUTION AND BY-LAWS OF THE DIALECTIC AND PHILANTHROPIC SOCIETIES OF THE UNIVERSITY OF NORTH CAROLINA

The Constitution and By-Laws given here are suggested in the hope that they may serve as a model for high school literary societies. They may be modified and amended, shortened or lengthened, as the society sees fit. They are modeled somewhat after the constitutions and by-laws of the Dialectic and Philanthropic Literary Societies of the University of North Carolina.

Constitution of the.....Literary Society

PREAMBLE

Recognizing the permanent good that comes from individual self-expression and organized self-control we hereby form ourselves into a literary society, subject to the following constitution and by-laws.

CONSTITUTION

ARTICLE I

NAME AND MOTTO

Section 1. The name of this society shall be—"The..... Literary Society of....., North Carolina." The motto shall be "....."

ARTICLE II

MEMBERSHIP

Section 1. Any student and any teacher in.....High School may become by election an active member of this society, as provided for in Article II, Section 1, of the By-Laws.

Sec. 2. Any person may become by election an honorary member of this society by vote of three-fourths of the members present. He shall be entitled to all the privileges of an active member except voting and holding office.

ARTICLE III

GOVERNMENT

Section 1. The government of this society shall be vested in a President, a Vice-President, a Secretary, a Treasurer, a Censor, a Critic, a Reporter, a Membership Committee, a Program Committee, and a Committee on the Constitution. In all cases of final appeal a vote of two-thirds of the members present shall control.

ARTICLE IV

MEETINGS—REGULAR

Section 1. Regular meetings shall be held on.....of .....week at.....o'clock.

MEETINGS—SPECIAL

SEC. 2. A special meeting may be called by the President. It shall be the duty of the President to see that the Secretary informs the members of such a meeting.

ARTICLE V

MEMBERSHIP COMMITTEE

SECTION 1. The first President every year shall appoint a committee of three, whose duty it shall be to secure, investigate, and report on all proposals for membership. This committee shall hold office throughout the school year.

ARTICLE VI

PROGRAM COMMITTEE

SECTION 1. At the first meeting of his term, each President shall appoint two persons who, together with himself, shall act as the Program Committee. It shall be the duty of this committee to formulate the programs, including the selection of questions for debate, and report the same to the society, and post them in some conspicuous place, at least two weeks before the date for the holding of each program. At this time they shall also read the names of those members whom they have placed on duty. This committee shall have full power to place active members on the program as it may see fit. The society may at any time, by a majority vote, modify or change completely any program in the meeting at which it is reported. The Program Committee shall hold office until one week after the regular election of officers.

ARTICLE VII

COMMITTEE ON THE CONSTITUTION

SECTION 1. The Committee on the Constitution shall consist of three members. They shall be appointed by the first President at the beginning of each school year, and shall serve throughout the entire school year. In the event, however, that a member of this committee should be elected President the president shall then resign from his membership on the committee, and another shall be appointed in his place.

SEC. 2. Any amendment to the Constitution or By-Laws shall be referred to this committee. Said amendment shall lie over one week before final action is taken by the committee. In case of favorable action taken by the committee it shall be presented by the committee to the society and shall lie over one week before final action is taken by

the society. In case of unfavorable action by the committee, the amendment may be brought before the society by its author, or any member of the society, in which case it shall lie over two weeks before final action is taken upon it.

Sec. 3. This committee shall consider the communication of any member who thinks he has been unjustly fined, and shall have power to abrogate these fines, provided the excuse be deemed sufficient. The action of this committee shall be final, unless its decision be reversed by special action of the society. A vote of two-thirds of the members present shall be necessary to reverse the decision of the committee.

ARTICLE VIII

AMENDMENT

Section 1. This constitution may be amended at a regular meeting by the vote of two-thirds of the members present; provided, that notice of the proposed amendment be read at the two regular meetings that immediately precede.

Sec. 2. This constitution may be suspended at any meeting by a vote of four-fifths of the members present; provided, that this suspension shall apply to this particular meeting alone.

BY-LAWS

ARTICLE I

ORDER OF EXERCISE

Section 1. The regular exercises of the society shall be conducted in the following order:

1. The roll call.
2. Reading, correction, and approval of the minutes of the last meeting.
3. Installation of officers.
4. Election of members.
5. Initiation of members.
6. Appointment of committee to decide the debate.
7. Order of exercises for the evening.
8. General debate.
9. Report of Critic.

10. Decision of the committee to decide the debate.
11. Report of committees.
    a. Announcement by the program committee of the next two programs.
    b. Report of committee on the constitution.
    c. Reports of special committees.
    d. Report of treasurer.
12. Election of officers.
13. Unfinished business.
14. New business.
15. Adjournment.

SEC. 2. In the regular debates of the society, the order and length of the speeches shall be as follows:

First affirmative, not less than four nor more than ten minutes.
First negative, not less than four nor more than ten minutes.
Second affirmative, not less than four nor more than ten minutes.
Second negative, not less than four nor more than ten minutes.
First affirmative, in rebuttal, not more than five minutes.
First negative, in rebuttal, not more than five minutes.
Second affirmative, in rebuttal, not more than five minutes.
Second negative, in rebuttal, not more than five minutes.

SEC. 3. Every debate shall be decided by a committee of three persons chosen by the President from the members or visitors present. No officer while on duty shall be required to serve on this committee.

SEC. 4. This society shall be governed by "Robert's Rules of Order" as parliamentary guide in all cases where it does not conflict with the Constitution or By-Laws.

ARTICLE II

ELECTION OF MEMBERS

SECTION 1. Every candidate shall make application for membership in writing. This application shall be reported to the society by the Membership Committee. The vote shall be by ballot, and three-fourths of the members present must vote for the candidate in order for him to be elected to membership.

INITIATION OF MEMBERS

SECTION 2. The ceremony of initiating an active member shall be as follows: The President and members of the society shall stand; the chairman of the Membership Committee shall conduct the candi-

date to the desk of the President; the President shall then ask him if he has read the Constitution and By-Laws of the Society; if he answers affirmatively, the President shall then put to him this question: "Do you pledge your honor that you will support the Constitution and By-Laws of the.....Literary Society, and to the best of your ability promote the welfare of the organization?" Upon receiving an affirmative reply, the President shall direct him to sign at once the roll of membership; and shall then say, "I hereby declare you to be an active member of this society."

EXPULSION FROM MEMBERSHIP

Sec. 3. On a written motion stating the charge, a member may be expelled from the society for any of these offenses: gross misconduct, persistent failure to perform duty, continued absence from the meetings of the society, deliberate failure to pay dues or fines.

ARTICLE III

ELECTION OF OFFICERS

Section 1. Officers of this society shall be elected by ballot, a majority of the votes cast electing. They shall be elected every eight weeks. No person shall be eligible to the same office for two successive terms.

TIME OF INSTALLATION

Sec. 2. The installation of an officer must take place at the second meeting after election; otherwise his office is vacant and must be filled immediately by the election and installation of a new officer. Offices vacant from any other cause must also be filled in like manner.

CEREMONY OF INSTALLATION

Sec. 3. The ceremony of installing officers shall be as follows: The Acting President and the members shall stand; the Acting President shall say, "The President elect will please come forward." He will then put to him the question: "Do you solemnly affirm that you will faithfully execute the duties of (here naming the office), and that you will protect and defend the Constitution of the..... Literary Society?" Upon answering affirmatively, the President shall then take the chair and in similar form install in turn the other officers.

DUTY OF THE PRESIDENT

Sec. 4. The duty of the President shall be to preside at all meetings of the society; enforce a due observance of the Constitution, By-

Laws, and Rules of Order; inflict all fines that are imposed on members of the society; and perform all the duties required of him by the Constitution and By-Laws.

DUTY OF THE VICE-PRESIDENT

SEC. 5. The duty of the Vice-President shall be to perform all the duties of the President in the absence of that officer from society.

DUTY OF THE SECRETARY

SEC. 6. The duty of the Secretary shall be to keep a record of the attendance and of the acts of the society, and to perform any services required of him by the Constitution, By-Laws, and Rules of Order.

DUTY OF THE TREASURER

SEC. 7. The duty of the Treasurer shall be to collect all money due the society, to pay its debts that have been approved by the President, and secure receipts for their payment, and at the close of his term of office to deliver all property in his possession belonging to the society to his successor. He shall make a report at each meeting of the society in which he shall state the amount of money which he has on hand as treasurer, the members of the society who owe dues, assessments, or fines, the amount that each one owes, and when fines will begin to accumulate for the nonpayment of these amounts.

DUTY OF THE CENSOR

SEC. 8. It shall be the duty of the Censor to note down the names, together with the offenses, of all persons guilty of improper or disorderly behavior in the society, to report same to the society, and to the President, who shall inflict proper fines, and to give a list of the same to the Treasurer for collection. But if there is no misconduct, he shall report that "The society has been in good order."

DUTY OF THE CRITIC

SEC. 9. (1) The duty of the Critic shall be to present a just criticism at each meeting of the debate in general and the work of each member who takes part in the program.

SEC. 9. (2) It shall also be the duty of the Critic to audit the books of the Treasurer at the close of each term of the Treasurer's office and make a report to the society.

DUTY OF THE REPORTER

SEC. 10. The duty of the Reporter shall be to supply for publication in the local newspaper an account of each regular meeting, announcements of programs, and other items of interest pertaining to the society.

IMPEACHMENT

Sec. 11. If any officer is guilty of neglect of duty or of misconduct in office, he may be arraigned upon a written accusation of any three members, at a regular meeting of the society, provided that a week's notice has been given and the accused has had the privilege of choosing a member as his counsel for defense. He shall be convicted only with the concurrence of two-thirds of the members present. If convicted, he shall be subject to a reprimand from the presiding officer, fine, suspension, or expulsion, as the society may resolve.

ARTICLE IV

DUES

Section 1. The regular dues of this society shall be..... and shall be payable not later than.....

ASSESSMENTS

Sec. 2. An equal assessment on all active members may be imposed at any regular meeting by vote of a majority of the members of the society, this to be paid not later than some definite time, to be decided by the society.

INITIATION FEES

Section 3. The regular initiation fees of this society shall be..... .....and shall be payable not later than..... weeks after initiation.

FINES

Sec. 4. Any member absenting himself from the regular or special meetings of society without a valid excuse, such as sickness for instance, shall be fined....., this to be paid within four weeks after it has been imposed.

Sec. 5. Any member failing to perform duty when put on the program by the committee, without a valid excuse, such as sickness, shall be fined....., this to be paid within four weeks after it has been imposed.

Sec. 6. Any member guilty of misconduct, or of disrespect to the chair, shall be fined by the President a sum not less than ten cents nor exceeding one dollar, this to be paid within four weeks from the time that it was imposed.

Sec. 7. Any member failing to pay his fines, assessments, initiation fees, or dues, within the limits prescribed in this Article shall be fined.....per week until he pays up in full.

SEC. 8. Any member of a committee failing to perform his duty as laid down in the Constitution and By-Laws, or Rules of Order, shall be fined....., this to be paid within four weeks after it has been imposed.

ARTICLE V

AMENDMENT

SECTION 1. Any part of these By-Laws may be amended at a regular meeting by the vote of two-thirds of the members present; provided, that notice of the proposed amendment be read at the two regular meetings that immediately precede.

SEC. 2. These By-Laws may be suspended at any meeting by a vote of four-fifths of the members present; provided, that this suspension shall apply to this particular meeting alone.

MODEL II

CONSTITUTION OF THE LAGRANGE LITERARY SOCIETY

SECTION I—ORGANIZATION

Article I. The Society shall be known as the LaGrange Literary Society.

Art. II. The membership shall consist of all the students of LaGrange High School, the faculty of the school, and any others that the members may elect as honorary members.

Art. III. The Society shall be divided into sub-groups as follows: (1) Freshmen; (2) Sophomores; (3) Juniors; (4) Seniors. Each sub-group shall have its own officers and organization, the teacher in charge of the grade acting as supervisor of the work.

Art. IV. The presiding officers of the different sub-groups shall rotate in presiding at the general meetings in chapel. There shall, however, be a permanent secretary appointed by the principal, whose duty shall be to keep a careful record of all proceedings of the society in a book prepared for the purpose.

SECTION II—WORK

Article I. On the first Friday after the opening of school the various subsocieties shall have programs in their respective rooms. The members of the sub-societies shall rotate in performance of duty in their respective groups. On the second Friday after the opening of school there shall be a contest in chapel between the Junior and Senior groups.

On the third Friday after the opening of school thero shall be a program in the separate rooms as before. On the fourth Friday there shall be a contest between the Freshman and Sophomore groups in chapel. This schedule shall bo repeated each month.

Art. II. At least two weeks before the contest in chapel each contesting group shall select by vote of members of group: 1 contestant in music, 2 debaters, 1 declaimer, 1 reader (girl.) The writers shall be selected by the English faculty from the regular theme work (1 boy and 1 girl.) Two weeks prior to the contest in chapel the debating team of one group shall select a topic and submit it to the opposing team. The opposing team must accept with choice of sides or, in case they decline to accept, must at once submit a topic, the same rule applying as before. The opposing teams shall alternate in submitting questions.

Art. III. Pupils shall perform duties to which they are assigned, unless excused by teachers for good and sufficient reasons, when another shall be chosen.

Art. IV. The length of readings, declamations and writings shall not exceed five minutes.

Art. V. No pupil shall be chosen for duty in chapel twice in succession.

SECTION III—AWARDS

Article I. Three judges shall be chosen from the faculty or from those outside the school, as the contestants may think best, provided only that no teachers in charge of a contesting grade be chosen as judge.

Art. II. The score shall be:

(1) Winning team in debate .....4 points
(2) Winner in declamation .....2 points
(3) Winner in writing .....2 points
(4) Winner in reading .....2 points
(5) Winner in music .....2 points

Art. III. The Secretary shall keep the score of each pupil who wins in chapel. This score sheet shall be kept in the office of the principal and shall be verified by him as to correctness from time to time.

Art. IV. At the close of the session the score of each pupil and of each grade shall be made public.

Art. V. The pupil making the greatest number of points during the session shall be awarded a gold medal with suitable inscription.

Art. VI. The grade making the greatest total number of points shall be awarded a loving cup. The cup shall remain in the school and shall be awarded anew each year.

Art. VII. A public contest may be held at the end of the session, in the discretion of the authorities of the school, the score record of each pupil determining his eligibility to this contest.

Art. VIII. Also the score sheet may be used, in the discretion of the authorities, as the basis for selecting contestants to enter the annual District Meeting.

Art. X. The Constitution of this society may be amended by a two-thirds vote of the membership of the society, provided the proposed amendment shall have been submitted in writing to the secretary of the society, and shall have been read in open meeting at least two weeks before the vote is taken.

It is evident that no line can be drawn between the life of a society of this nature and the life of the school. They live together, the one stimulating the other. One of the most satisfactory results of the work of the society is that indicated by Section III, Article VIII, providing that contestants to enter the annual district meeting may be selected from the score sheet. In this way training for the district meeting is a natural process that takes place without any abnormal excitement or disturbance of the school routine. Of course the awards stimulate interest and the sub-groups existing as parts of the classes indicates an incentive to class spirit.

Probably the most satisfactory feature of all is that provided for in Section I, Article I, for every student is a member of the society, an active member. There is the explanation of the splendid success of the society. Every student has his opportunity to express himself, to discover pleasant secrets about himself. Power is awakened; talents are cultivated; personality flows. Vistas are opened in countless directions and the residuum of drudgery is made lighter as the keenness for living becomes more intense.

HOW ONE SCHOOL SOLVED THE LITERARY SOCIETY PROBLEM

We feel that in the Lincolnton High School we have found at least a partial answer to the question, and we have incidentally lightened the burden of the teacher of English by relieving her of much of the extra-curricular work. The solution of the problem which we have found is very simple, in fact, it can be stated in one work—Clubs.

Four years ago, rendered desperate by the moribund condition of the literary societies, we organized six clubs in the school, namely: Debating Club, Dramatic Club, Glee Club, Nature Study Club, Civic Club and Literary Society.

The method of organization was extremely simple. The superintendent called a meeting of the teachers and asked for suggestions regarding the formation of clubs. Each teacher was urged to state a preference as to the club in which she would be most interested. From the list of suggested clubs the six already named were selected, and a teacher was placed in charge of each. Then each "director" was asked to write a brief statement of the aims of her club. These statements were handed to the superintendent and he read them to the assembled school. Each pupil was then asked to write on a slip of paper his name and a first and second choice of clubs.

This system is still followed. Each autumn the pupils indicate in this way the club of their choice. They are then given three weeks in which to observe the work done by the various clubs. At the end of this time they definitely become members of the club in which they are most interested, provided the club selected is not already too crowded. In this case the "director" and a committee chosen from the club canvass the applications for membership and select those they think will do the best work in that club. Once admitted to a club in the Lincolnton High School, no pupil can get out unless the club votes for his dismissal.

Some of the advantages of the club system over the conventional society are first, each pupil is given an opportunity to do something in which he is really interested; second, the groups are small, and the teacher can come into more intimate contact with each pupil, thus gaining an insight into his particular needs; third, the pupils are given real training in executive positions, many of them becoming really efficient.

The club plan has been most successful in Lincolnton, several new clubs having been added as the needs for them appeared. The most

important of the new clubs are the Press Club, the Basket Weaving Club, the Folk-Dancing Club, the Radio Club, the Choral Club, the Sewing Club, and the Advertising Club.

Each club has a name, either suggestive of its particular "line" or wholly mysterious. For instance, the members of the Radio Club are called the "Broadcasters," while the Advertising Club is known as the "L. 13".

The clubs meet each Wednesday morning from 9 to 9:50 thus making them an integral part of the school work. Credit is given in English for the work done in the Dramatic, Literary, Press, and Debating Clubs. The Radio and Nature Study Clubs receive recognition for their work from the Science Department. The Glee Choral, and Folk-dancing Clubs receive credit in Music, and the Sewing Club in Domestic Science and the Advertising Club in the Commercial Department.

Pupils who are not interested in any of the clubs use club periods as a study period under the direction of a teacher. These pupils rejoice in the name of the "Drones," and they are debarred from participation in club activities.

Last year the superintendent announced that each club must, during the year, perform some concrete piece of work which would justify its existence. How this was done may best be seen by describing the work of the Dramatic Club.

The project chosen by this club was sponsoring the Carolina Playmakers' performance in Lincolnton. The guarantee of one hundred and fifty dollars was rather an obstacle in the eyes of the forty members of the club, but they determined to carry through the enterprise. They worked faithfully advertising, selling tickets, providing entertainment, and were thoroughly successful. Large numbers of people were turned away at the door on the night of the performance. We were proud indeed to be the first high school organization of any kind to sponsor a Carolina Playmaker performance.

Enough has been said to show the value of the clubs in Lincolnton and their advantage over "literary societies." As was stated at the beginning of this article, clubs can be easily organized, and they lighten if they do not entirely remove the burden of the dead literary society.—*Miss Eunice Mackay, reprint from article in The North Carolina Teacher*: Vol 1, No. 1, *"A Solution of the Literary Society Problem."*

OFFICIAL REGISTER

Name of Club .....

Time of Meeting .....

Place .....

OFFICERS

President .....

Vice-Presidents .....

.....

.....

Secretary-Treasurer .....

Faculty Advisor .....

COMMITTEES

Program .....

Membership .....

Social .....

Others .....

.....

.....

A YEAR'S PROGRAM

(To be filled in by the Chairman of the Program Committee)

First Meeting:

Second Meeting:

Third Meeting:

Fourth Meeting:

Fifth Meeting:

Sixth Meeting:

Seventh Meeting:

Eighth Meeting:

Ninth Meeting:

Tenth Meeting:

Eleventh Meeting:

Twelfth Meeting:

Thirteenth Meeting:

Fourteenth Meeting:

Fifteenth Meeting:

Sixteenth Meeting:

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V. Community Drama: Guidance and direction in the writing and production of community plays, pageants, home chautauquas, and festivals. Write for list of bulletins. Field representative available.

VI. Commercial and Industrial Relations: Co-operates with business and manfacturing organizations of the State. Special studies, business surveys, and research on economic problems. *Commerce and Industry* monthly free.

VII. Community Music: Leadership for community sings. Formation of community choruses. Lectures on public school and community music. Piano and organ recitals and other music programs.

VIII. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

IX. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

X. Community Service and Recreation: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Recreational activities. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauqua. Field day programs. County and local fairs. Field representative available.

XI. High School Debating and Athletics: Annual state-wide content in high schol debating and all branches of athletics.

XII. Design and improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Field representative available.

XIII. Educational Service and Research: (the School of Education): Educational test and measurement, supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

THE HIGH SCHOOL ATHLETIC ASSOCIATION OF NORTH CAROLINA

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

FOREWORD

High school athletic contests were inaugurated in North Carolina with the first annual inter-scholastic track meet, which was held at Chapel Hill on April 11, 1913, and which was won by the High Point high school. Following the success which attended this track meet, State high school championship contests were soon added in football, baseball, basketball, and tennis. All of these contests were announced as being conducted under the general direction of the University committee on high school athletics, with Mr. N. W. Walker as chairman of this committee, and under the general auspices of the University Extension Division and the General Athletic Association of the University of North Carolina.

In 1913 interest in high school athletics was at a low ebb in North Carolina high schools. Very few schools had football teams or in fact had athletic teams of any sort. There were no State contests, and there were no generally observed rules governing eligibility of students to represent their high schools in games. This was the situation when the University committee on high school athletics began, at the suggestion of school men of the State, to supervise the State championship contests.

From 1913 until January 6, 1924, the high school athletic contests—five in number—were conducted regularly under the general supervision of the University committee on high school athletics. The University committee from the outset kept in close touch with the school officials of the State and announced the contests along lines approved by the school men. Rules of eligibility to govern the participation of students in the contests were built up gradually, the committee first securing the approval of the schools to the proposed new rules before the rules were placed in effect.

Among the rules which were placed in effect during this time, none of which was in general effect in the high schools of the State before the University committee inaugurated the State championship contests in 1913, were: the twenty-one year age limit; the four-year rule; the post graduate rule; the definite barring from the contests of those who had received any remuneration for athletic services over and above certain bare expenses; the barring of teachers and coaches from the contests; the barring of former college students from the contests; the declaring of forfeitures whenever ineligible men were used in the games; and strict requirements calling for proper attendance records and proper scholastic standing on the part of high school students as pre-requisites to their participation in the State championship contests.

At a meeting held in Chapel Hill on January 6, 1924, of the enlarged University committee on high school athletics—the committee consisting, in addition to the University members, of the president of the State Association of City Superintendents and several superintendents appointed by him, and the president of the State Association of High School Principals and Teachers and several principals appointed by him —it was decided to proceed at once with the organization of the High School Athletic Association of North Carolina. Accordingly a constitution was approved by this enlarged committee at its meeting on January 6th, and this was submitted to the high schools of the State, with an invitation to the schools for their enrollment in the association. The high schools made a hearty response to the invitation to become members of the association, and the High School Athletic Association of North Carolina came into existence in January of this year. The various contests which were formerly conducted simply under the supervision of the University committee on high school athletics are now State contests of the High School Athletic Association of North Carolina.

Already the number of schools which are members of the association is 116. Many helpful results of the organization of this association are apparent in high school circles of the State, and it is felt by close observers, that the association will have continuously an excellent effect on North Carolina high school life.

This bulletin attempts to set forth certain material regarding high school athletics in North Carolina, as follows: The constitution of the High School Athletic Association of North Carolina; the list of high schools which at present make up the membership of this association; the regulations which will govern the State high school football championship contest of 1924; the regulations which governed the State high school championship contests of 1924 in basketball, baseball, track and tennis; a brief history of each contest; and a list of the schools which have won State titles in the various branches of athletics.

Splendid co-operation from the high schools of the State has marked the State high school championship contests since these were inaugurated in 1913. The contests have assumed a place of importance in the school life of a great many of the leading North Carolina high schools, both large and small. School spirit and school loyalty have been built up to a great degree around the State contests as a central point. Not only have the young contestants been benefited physically by reason of the contests but from the contests they have no doubt learned many lessons in their preparation for citizenship which will be of great value to them in after life.

E. R. RANKIN.

CONSTITUTION

Article I—*Name*

The name of this organization shall be the High School Athletic Association of North Carolina.

Article II—*Object*

The object of this association shall be to foster good feeling and good sportsmanship in the North Carolina high schools; to stimulate, to control, and to direct along sound lines and on a high plane high school athletics in North Carolina by means of high school athletic contests.

Article III—*Officers*

The officers of this association shall be a chairman, a vice-chairman, and a secretary-treasurer.

Section 1. The chairman and the vice-chairman shall be elected annually by the executive committee, from the membership of the executive committee, at a meeting held at Chapel Hill in January.

Section 2. The secretary-treasurer of the association shall be a member of the staff of the University Extension Division of the University of North Carolina, named by the University Extension Division.

Section 3. The University Extension Division will bear the expense of the office of the secretary-treasurer and will take care of the printing of circulars, announcements, and bulletins. The University Extension Division will also provide for the entertainment for a period not exceeding two days of the contestants who come to Chapel Hill in the spring during High School Week to participate in the inter-scholastic tennis tournament and the inter-scholastic track meet.

Section 4. The office of the secretary-treasurer shall be the general clearing house of the association. All applications for membership in the association, and all correspondence as to contests, shall be conducted through the secretary's office. The secretary will call conferences of faculty managers to arrange the schedules of the championship series for the various contests and will preside over these conferences. The secretary-treasurer shall keep a record of all meetings of the association and of the executive committee. He shall have charge of all funds of the association and shall render reports to the executive committee and to the association at its annual meeting of receipts and disbursements.

Section 5. It shall be the duty of the chairman to preside at the annual meetings of the association, at the meetings of the executive committee, and at the meetings of the committees in charge of the various

contests. It shall be the duty of the chairman to call meetings of the executive committee. It shall be the duty of the chairman in conjunction with the secretary and with the executive committee to set the date for the annual meeting.

Section 6. It shall be the duty of the vice-chairman to preside in the absence of the chairman.

ARTICLE IV—*Executive Committee*

Section 1. The executive committee shall consist of the chairman; the vice-chairman; the secretary-treasurer; two superintendents named by the president of the State association of city superintendents; two high school principals, named by the president of the State association of high school principals and teachers; four high school principals or superintendents, chosen by the member schools of the association at the annual meeting at Chapel Hill in April or May; and the members of the University committee on high school athletics, provided that, exclusive of the secretary-treasurer, the members of this University committee on high school athletics, shall not exceed eight in number. (Until January 1, 1925, the University committee on high school athletics, enlarged by the addition of several superintendents, appointed by the president of the State association of city superintendents, and by the addition of several high school principals, appointed by the president of the State association of high school principals and teachers, will serve as the acting executive committee of the association.)

2. It shall be the duty of the executive committee to outline, subject to such restrictions as may be placed upon it by this constitution, the rules and regulations which shall govern the various championship contests; to issue these rules and regulations in circular form; and to exercise through properly delegated sub-committees, or contest committees, all of which committees shall include the chairman and the secretary of the executive committee ex-officio, general supervisory powers over the various contests. It shall be the duty of the executive committee to send out through the secretary's office, wherever practicable, suggested rules and regulations in advance to all the schools which intend entering the contests and to ask the opinion of the various schools on the matter of the rules and regulations.

3. No superintendent or high school principal shall be eligible to succeed himself in immediate succession on the executive committee; provided, however, that this shall not be construed to debar from membership on the executive committee for a term beginning January 1, 1925, any superintendent or high school principal who is a member of the enlarged University committee on high school athletics, which is serving as the acting executive committee of the association until January 1, 1925. The term of office of each superintendent or high school princi-

pal on the executive committee shall be for two years, with the exception that for the first term the length of service of the following shall be for one year: One superintendent selected by the president of the State association of city superintendents, one high school principal chosen by the president of the State association of high school principals and teachers, and two superintendents or principals elected by the member schools of this association at the first annual meeting. The first day of January is to be regarded as the date on which a superintendent or high school principal will become a member of the executive committee, or will retire from membership on the executive committee.

ARTICLE V—*Membership*

Any public high school of North Carolina, which has been placed on accredited relations by the State Department of Education, is entitled to become a member of this association, provided the superintendent or high school principal of the school in question will file with the executive committee an application for membership, in proper form on blanks to be furnished; and provided the superintendent or high school principal will agree to see to it that in the contests his high school abides by the eligibility requirements and the other requirements laid down in the regulations which are issued to govern the various athletic contests conducted by this association; and provided that the superintendent or high school principal will give assurance that he and his school will accept promptly the rulings of the executive committee, or of any sub-committee, or contest committee, of the executive committee, upon any matter brought to the attention of the committee.

ARTICLE VI—*The Championship Contests*

The contests which are to be conducted under the auspices of this association are the high school football championship contest, the high school basketball championship contest, the high school baseball championship contest, the inter-scholastic track meet, the inter-scholastic tennis tournament and such other contests as may be added from time to time. The football, baseball and basketball contests will be conducted by means of State championship series, which will be strictly elimination series, and which will be open, on a basis of equality, to all member schools of the association who fulfill the requirements laid down. The track meet and the tennis tournament will be held at Chapel Hill.

ARTICLE VII—*Voting*

All member schools shall have votes in accordance with the number of championship contests which they have participated in within the twelve months prior to the time when the balloting takes place. A member school which has entered no contest will have no vote. A member school which has entered one contest will have one vote. A member

school which has entered two contests will have two votes. A member school which has entered three contests will have three votes. A member school which has entered four contests will have four votes. A member school which has entered five contests will have five votes. Votes will be cast by superintendents, principals, or regularly accredited faculty athletic managers of the schools concerned; or the votes may be cast by proxy.

ARTICLE VIII—*Change in Constitution*

Section 1. A vote of two-thirds of the total possible vote is necessary to change the constitution. A quorum for transacting business shall be one more than half the total possible vote.

Section 2. Any change in the constitution must be submitted to the secretary's office twenty days before the annual meeting is to be held in April or May, and the proposed change, in order to have any consideration, must be proposed and signed by the superintendents or high school principals of at least six of the member schools of the association. The secretary will send out the proposed change, when the stipulated conditions shall have been fulfilled, to all member schools at least fifteen days before the annual meeting, and the balloting on the proposed change will take place at the annual meeting.

ARTICLE IX—*Annual Dues*

Membership in this association shall be contingent upon the payment by the member schools of such annual dues as the executive committee may deem necessary; provided, however, that the annual dues in any case shall not exceed ten dollars per year for any member school.

ARTICLE X—*Annual Meeting*

The annual meeting of the association will be held in Chapel Hill in April or May, on a date to be set by the chairman, acting in conjunction with the secretary and the executive committee. The annual meeting will receive the report of the secretary-treasurer; will hold elections to membership on the executive committee, under the plan previously described in this constitution; and will transact such other business as may come before the meeting. Balloting will be carried on as hereinbefore described in this constitution.

ARTICLE XI—*Constitution in Effect.*

This constitution shall be regarded as being in force when membership in the High School Athletic Association of North Carolina shall have been applied for on the part of fifteen high schools, and when these fifteen schools shall have been enrolled as members. All high schools becoming members of the High School Athletic Association prior to the beginning of the high school basketball championship contest of 1924, shall be regarded as charter members of the association.

MEMBER SCHOOLS OF THE ASSOCIATION

At the time when this bulletin goes to press the total number of high schools which have become members of the High School Athletic Association of North Carolina is 116. These member schools are as follows:

Angier, Apex, Asheboro, Asheville, Badin, Battleboro, Belhaven, Belmont, Benson, Bessemer City, Biltmore, Burlington, Candler, Canton, Cary, Chapel Hill, Charlotte, Cherryville, China Grove, Chowan, Churchland, Cliffside, Concord, Cornelius, Creedmoor, Crossmore, Dallas, Dover, Durham, East Durham, Edenton, Elizabeth City, Ellerbe, Elm City, Farmville, Fayetteville, Forest City, Fremont.

Gastonia, Gibson, Glen Alpine, Goldsboro, Graham, Granite Falls, Greensboro, Greenville, Hamlet, Harmony, Henderson, Hertford, High Point, Hillsboro, Jamestown, Jonesboro, Kenly, King, Kings Mountain, Kinston, Laurinburg, Leaksville, Lexington, Lincolnton, Louisburg, Lumberton, Madison, Marshall, Maxton, Middleburg, Monroe, Mooresville, Morehead City, Mount Holly, Mount Olive, Newbern, Norlina, North Wilkesboro, Oriental, Oxford, Parkton, Piedmont, Pikeville, Pomona.

Raeford, Raleigh, Reidsville, Richlands, Rich Square, Roanoke Rapids, Rockingham, Rock Ridge, Rocky Mount, Rutherfordton, Salisbury, Sanford, Scotland Neck, Scotts, Selma, Shelby, Siler City, Smithfield, Southport, Spencer, Startown, Statesville, Stovall, Tarboro, Taylorsville, Thomasville, Troutman, Washington, Weldon, Wendell, Wilmington, Wilson, Winston-Salem, Woodland-Olney.

MEMBERS OF ACTING EXECUTIVE COMMITTEE

The members of the enlarged University committee on high school athletics, which is the acting executive committee of the High School Athletic Association of North Carolina, are as follows:

N. W. Walker, chairman, Chapel Hill; E. R. Rankin, secretary, Chapel Hill; T. W. Andrews, High Point; G. B. Phillips, Salisbury; C. C. Haworth, Burlington; T. E. Story, Wilkesboro; C. W. Davis, Roanoke Rapids; J. W. Moore, Winston-Salem; C. E. Teague, Sanford; C. E. Phillips, Durham; C. G. Credle, Oxford; W. M. Marr, High Point; O. A. Hamilton, Goldsboro; A. W. Hobbs, Chapel Hill; R. A. Fetzer, Chapel Hill; C. D. Snell, Chapel Hill; C. T. Woollen, Chapel Hill; W. McK. Fetzer, Chapel Hill; and H. D. Meyer, Chapel Hill.

THE FOOTBALL CONTEST

The State high school championship contests in football were inaugurated in 1913 and have been conducted each year since, with the exception of 1918 when war conditions prevented.

The State championship in 1913 went to the Raleigh high school, Raleigh defeating the Wilmington and Washington high schools in a final triangular series of games at Chapel Hill. In 1914 the Raleigh high school again won the State title, this time defeating the Asheville high school, western champions, in the final game at Chapel Hill.

In 1915 the Raleigh high school for the third time won the State championship, this time defeating the Charlotte high school, western contenders, in a memorable final clash at Chapel Hill. So close was the struggle between the Raleigh and Charlotte high schools in 1915 that the first game resulted in a tie and it was necessary to play a second game in order to decide the holder of the title.

In 1916 the Charlotte high school won the State championship, defeating the Chapel Hill high school, eastern champions, in the final game. Charlotte again won the State championship in 1917, defeating the Chapel Hill high school, eastern champions, for the second time in the final game. In 1918 no contest was held, due to war conditions, which made the holding of a contest inadvisable.

In 1919 the Chapel Hill high school won the State championship, defeating the Greensboro high school, western champions, in the final game. The Chapel Hill high school for the second time won the State championship in 1920, winning out in the final game over the Monroe high school, western champions.

The Fayetteville high school won the State title in 1921, defeating the Winston-Salem high school, western title holders, in the final game at Chapel Hill. The Asheville high school won the State high school football championship in 1922, defeating in a very close game the New Bern high school, eastern champions, in the final game at Chapel Hill. In 1923 the Charlotte high school won the State high school football championship, defeating the Sanford high school, eastern champions, in the final game at Chapel Hill.

The game of football has become vastly more popular among the high schools of North Carolina since the State high school football championship contests were inaugurated in the fall of 1913. The quality of football played has greatly improved also. Thirty-nine high schools took part in the State high school football championship contest of 1923.

The regulations which have been decided upon by the acting executive committee of the High School Athletic Association of North Caro-

lina, after consultation with the various schools which are placing teams in the field, to govern the State high school football championship contest for the season of 1924, are as follows:

REGULATIONS

1. The contest shall be open only to member schools of the High School Athletic Association of North Carolina.

2. Any football team representing such a member high school, city or rural, that is made up of strictly bona fide students, all of whom are eligible to represent their school under the following regulations, shall be entitled to enter the championship series, provided the faculty manager shall by October 24th apply to the committee for entrance into the contest and shall send a list of his players, with their individual records, fully certified to on proper forms by the superintendent or high school principal. Blanks to be used in certifying players and giving their records will be furnished by the committee upon application.

3. To be eligible to represent any high school a player must be in regular attendance at that school at the time of any game in which he participates, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1924 up to the time of any game in which he participates.

4. To be eligible a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the high school which he wishes to represent.

5. To be eligible to represent any high school a player must qualify under one or the other of the following requirements:

(a) He must have made passing grades for a four months or longer school term of the school year 1923-24 on a majority of the studies in some regularly organized course of study in the same school which he is attending in the fall of 1924 and which he wishes to represent in the high school football championship contest of 1924; or

(b) In the event that the student cannot qualify under the foregoing condition, then to be eligible he must have made passing grades for a full year's terms of the school year 1923-24 on a majority of the studies in some regularly organized course of study in some other school than the one which he is attending in the fall of 1924 and which he wishes to represent in the high school football championship contest of 1924.

Further, before a student who is in a different school in the fall of 1924 from the school which he attended in the school year 1923-24 can be considered eligible, there must be submitted to the committee a state-

ment signed by a proper official of the school which he attended in the school year 1923-24, stating that he passed the work required in the paragraph immediately preceding; and, further, this statement must have the committee's approval before the aforesaid student can be considered eligible.

6. No student who became twenty-one years of age on or before September 1st, 1924, shall be eligible to represent his high school in the championship series.

7. No post graduate of a school—that is, no student who has already finished a four-year high school course—shall be eligible to represent his school in the championship series. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already or awarded diplomas, they are, of course, ineligible.

8. No student shall be considered eligible unless he is a member of a grade at least as high as the eighth in the school which he attends.

9. No teacher, coach, professional athlete or former college student shall be allowed to take part in the games under any circumstances.

10. No student who has received for participation in any athletic game, or games, any sum of money in excess of his actual and bare, legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the championship series. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry). Before any student who has received money can be considered as eligible, he himself and his high school principal must make definite declaration to the committee that his case comes within the limits designated in this regulation. Provided, that in case an appeal on eligibility is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams; and it is understood, of course, that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the high school football championship series.

11. No student shall be considered eligible to represent his school in this championship series who has already represented a high school, or high schools, during any game or part of a game in four championship series in football in previous years. Participation in one or more

years of private school football shall count the same as one or more years in the championship series. Participation in one or more years of high school football in other states shall count the same as one or more years in the championship series.

12. If one or more ineligible players are used on a team during a game, then that game shall be forfeited to the opposing team.

13. Immediately after October 25th, at the call of the committee, a conference will be held of the faculty managers of all teams entering the eastern championship series, and a conference will be held of the faculty managers of all the teams entering the western championship series. These conferences will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill for the final State championship game, the date and hour for this game to be settled by the committee, and the officials who shall handle the game to be selected by the committee. Provided, that should any two managers fail to agree among themselves at the conference as to whether their teams shall meet on the home field of either of the teams, and should they fail further to agree on some nearby neutral meeting place, then it is understood that their teams shall meet at the University under whatsoever financial conditions the committee may be able to propose and at whatsoever date and hour the committee may name, and under whatsoever officials the committee may select.

14. The committee will pay the railway fare both ways on a basis of fifteen men per team and will provide entertainment at Chapel Hill for the two teams which shall be selected through the process of elimination to play the State championship game.

THE BASEBALL CONTEST

The State high school championship contests in baseball for North Carolina high schools were inaugurated in the spring of 1914 and have been conducted each year since.

The Sylvan high school won the first annual State championship contest in 1914, defeating the Rocky Mount high school, eastern champions, in the final game at Chapel Hill. The Sylvan high school for the second time won the State championship contest in 1915, defeating the Raleigh high school, eastern title holders, in the final game to decide the State title.

The Clayton high school won the State championship in 1916, defeating the Cherryville high school, western champions, in the final game. The Cherryville high school won the State baseball championship in 1917, taking the final game from the Raleigh high school, eastern champions.

The Winston-Salem high school won the State baseball championship in 1918, defeating the Laurinburg high school, eastern champions, in the final game at Chapel Hill. In 1919 the Red Oak high school won the State championship, defeating the Winston-Salem high school, western champions, in the deciding game.

In 1920 the Greensboro high school won the State title, defeating the Burgaw high school, eastern champions, in the deciding game at Chapel Hill. In 1921 the Red Oak high school won the State baseball championship for the second time, defeating the Winston-Salem high school, western champions, in the final game.

The Clayton high school for the second time won the State baseball championship in 1922, taking the final game from the Winston-Salem high school, western champions. The Pomona high school won the State championship in 1923, defeating the Durham high school, eastern champions, in the final game. The Shelby high school won the State baseball championship in 1924, defeating the Rockingham high school, eastern champions, in the deciding game.

A great deal of interest is taken in baseball among the high schools of North Carolina. Forty-seven high schools took part in the State high school baseball championship contest of 1924.

The regulations which governed the State high school baseball championship contest of 1924, as these regulations were decided upon by the acting executive committee of the High School Athletic Association of North Carolina, are as follows:

REGULATIONS

1. The contest shall be open only to member schools of the High School Athletic Association of North Carolina.

2. Any baseball team representing such a member high school, city or rural, that is made up of strictly bona fide students, all of whom are eligible to represent their school under the following regulations, shall be entitled to enter the championship series, provided the faculty manager shall by April 18th apply to the committee for entrance into the contest and shall send a list of his players, with their individual records, fully certified to on proper forms by the superintendent or high school principal. Blanks to be used in certifying players and giving their records will be furnished by the committee upon application.

3. To be eligible to represent any high school a player must be in regular attendance at that school at the time of any game in which he participates, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1923 up to the time of any game in which he participates.

4. To be eligible, a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the school which he wishes to represent.

5. To be eligible, a student must have made passing grades for the three months or longer fall term of the school year 1923-24 on a majority (more than half) of the studies in some regularly organized course of study in the school which he is now attending and wishes to represent.

6. No student who became 21 years of age on or before September 1, 1923, shall be eligible to represent his school in the high school baseball championship series.

7. No post-graduate of a school—that is, no student who has already finished a four-year high school course, shall be eligible to represent his school in the championship series. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already, or awarded diplomas, they are, of course, ineligible.

8. No student shall be considered eligible unless he is a member of a grade at least as high as the seventh in the school which he attends.

9. No teacher, coach, professional athlete or former college student shall be allowed to take part in the games under any circumstances.

10. No student who has received for participation in any athletic game, or games, any sum of money in excess of his actual and bare legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the championship series. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry.) Before any student who has received money can be considered eligible, he himself and his high school principal must make definite declaration to the committee that his case comes within the limits designated in this regulation. Provided, that in case an appeal on eligibility is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams, and it is understood, of course, that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the high school baseball championship series.

11. No student shall be considered eligible to represent his school in this championship series who has already represented a high school or high schools, during any game or part of a game in four championship series in baseball in previous years. Participation in one or more years of private school baseball shall count the same as one or more years in the championship series. Participation in one or more years of high school baseball in other states shall count the same as one or more years in the championship series.

12. If one or more ineligible players are used on a team during a game, then the game shall be forfeited to the opposing team.

13. Immediately after April 19th at the call of the committee, a conference will be held of the faculty managers of all teams entering the eastern championship series, and a conference will be held of the faculty managers of all teams entering the western championship series. These conferences will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill to play the final State championship game, the date for this game to be settled by the committee, and the officials who shall handle this game to be selected by the committee. Provided, that should any two managers fail to agree among themselves at the conference as to whether their teams shall meet on the home field of either of the teams, and should they fail further to agree on some nearby neutral meeting place, then it is understood that

their teams shall meet at the University under whatsoever financial conditions the committee may be able to propose and at whatsoever date and hour the committee may name and under whatsoever officials the committee may name.

14. The committee will pay the railway fare both ways on a basis of ten men per team and will provide entertainment at Chapel Hill for the two teams which shall be selected through the process of elimination to play the State championship game.

THE BASKETBALL CONTEST

The State high school championship contests in basketball for North Carolina high schools were inaugurated in 1915 and have been conducted annually since.

The Winston-Salem high school won the State high school basketball championship contest for 1915, defeating the Raleigh high school, eastern champions, in the final game at Chapel Hill. In 1916 the Durham high school won the State championship, defeating the Winston-Salem high school, western champions, in the deciding game for the State title.

The State title in 1917 for the second time went to the Winston-Salem high school, Winston-Salem defeating Durham, eastern champions, in the final game at Chapel Hill. In 1918 Durham won the State title for the second time, defeating the Winston-Salem high school, western champions, in the final game at Chapel Hill. The Winston-Salem high school for the third time won the State championship in basketball in 1919, defeating the Wilmington high school, eastern champions, in the final game. The Wilmington high school won the State championship in 1920, defeating the Charlotte high school, western champions, in the final game.

The Chapel Hill high school won the State basketball championship in 1921, defeating the Charlotte high school, western title holders, in the closing game of the season.

The Greensboro high school won the State title in 1922, defeating the Durham high school, eastern title holders, in the final game of the season at Chapel Hill. The Asheville high school won the State basketball championship in 1923, defeating the Smithfield high school, eastern champions, in the deciding game at Chapel Hill. In 1924 the Reidsville high school won the State basketball championship, defeating the Wilmington high school, eastern champions, in the final game at Chapel Hill.

Interest in basketball among the high schools of the State has grown by leaps and bounds since the basketball contests were inaugurated in 1916. Basketball is today the most popular form of athletics in the high schools of North Carolina so far as the State contests are concerned. Eighty-three high schools took part in the State high school basketball championship contest of 1924.

The regulations which governed the State high school basketball championship contest of 1924, as these regulations were decided upon by the acting executive committee of the High School Athletic Association of North Carolina, are given below as follows:

REGULATIONS

1. The contest shall be open only to member schools of the High School Athletic Association of North Carolina.

2. Any basketball team, representing such a member high school, city or rural, that is made up of strictly bona fide students, all of whom are eligible to represent their school under the following regulations, shall be entitled to enter the championship series, provided the faculty manager shall by February 8th apply to the committee for entrance into the contest and shall send a list of his players, with their individual records, fully certified to on proper forms by the superintendent or high school principal. Blanks to be used in certifying players and giving their records will be furnished by the committee upon application.

3. To be eligible to represent any high school a player must be in regular attendance at that school at the time of any game in which he participates, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1923 up to the time of any game in which he participates.

4. To be eligible a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the school which he wishes to represent.

5. To be eligible, a student must have made passing grades for the three months or longer fall term of the school year 1923-24 on a majority (more than half) of the studies in some regularly organized course of study in the school which he is now attending and wishes to represent.

6. No student who became 21 years of age on or before September 1, 1923, shall be eligible to represent his school in the basketball championship series.

7. No post graduate of a school—that is no student who has already finished a four-year high school course shall be eligible to represent his school in the championship series. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already or awarded diplomas, they are, of course, ineligible.

8. No student shall be considered eligible unless he is a member of a grade at least as high as the seventh in the school which he attends.

9. No teacher, coach, professonal athlete or former college student shall be allowed to take part in the games under any circumstances.

10. No student who has received for participation in any athletic game, or games, any sum of money in excess of his actual and bare, legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the championship series. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry.) Before any student who has received money can be considered as eligible, he himself and his high school principal must make definite declaration to the committee that his case comes within the limits designated in this regulation. Provided, that in case an appeal on eligibility is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams; and it is understood of course that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the high school basketball championship series.

11. No student shall be considered eligible to represent his school in this championship series who has already represented a high school, or high schools, during any game or part of a game in four championship series in basketball in previous years. Participation in one or more years of private school basketball shall count the same as one or more years in the championship series. Participation in one or more years of high school basketball in other states shall count the same as one or more years in the championship series.

12. If one or more ineligible players are used on a team during a game, then the game shall be forfeited to the opposing team.

13. Immediately after February 9th, at the call of the committee, a conference will be held of the faculty managers of all teams entering the eastern championship series, and a conference will be held of the faculty managers of all teams entering the western championship series. These conferences will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill to play in the final State championship game, the date for this game to be settled by the committee, and the officials who shall handle this game to be selected by the committee. Provided, that should any two managers fail to agree among themselves at the conference as to whether their teams shall meet on the home meeting place of either of the teams, and should

they fail further to agree on some nearby neutral meeting place, then it is understood that their teams shall meet at the University under whatsoever financial conditions the committee may be able to propose and at whatsoever date and hour the committee may name, and under whatsoever officials the committee may name.

14. The committee will pay the railway fare both ways on a basis of six men per team and will provide entertainment at Chapel Hill for the two teams which shall be selected through the process of elimination to play the State championship game.

THE INTER-SCHOLASTIC TRACK MEET

The first annual inter-scholastic track meet for North Carolina high schools was held at Chapel Hill on April 11th, 1913, and the inter-scholastic track event has been held each year since.

The High Point high school was winner of the first annual inter-scholastic track meet in 1913. The Friendship high school was winner of the inter-scholastic track meet during the years 1914, 1915, 1916, 1917, 1918, 1919, and 1920.

The Chapel Hill high school was winner of the inter-scholastic track meet in 1921 and again in 1922. The Charlotte high school won the inter-scholastic track meet in 1923 and again in 1924.

Track athletics is becoming vastly more popular each year among the high schools of North Carolina. Approximately 200 athletes from 22 North Carolina high schools took part in the inter-scholastic track meet of 1924.

The regulations which governed the inter-scholastic track meet for the year 1924, as these regulations were decided upon prior to the time of the meet by the acting executive committee of the High School Athletic Association of North Carolina, are given below as follows:

REGULATIONS

1. The inter-scholastic track meet shall be open only to member schools of the High School Athletic Association of North Carolina.

2. The following events will be held: (1) 100-yard dash, (2) 220-yard dash, (3) 440-yard run, (4) 880-yard run, (5) one-mile run, (6) 120-yard low hurdles, (7) high jump, (8) broad jump, (9) pole vault, (10) 12-pound shot put, (11) discus throw, (12) javelin throw, (13) a relay race.

3. The school winning the largest number of points shall be awarded the State Championship Cup. This school shall retain possession of the Cup for one year, and the school that shall win it for three years shall have permanent possession of it. The school which wins the relay race shall be awarded a Cup, this to remain in permanent possession of the school winning it. To every contestant winning a first place in any event, a silver medal will be awarded; and to every contestant winning a second place, a bronze medal will be awarded.

4. The points will be counted thus: 5 for first place, 3 for second place, 2 for third place, and 1 for fourth place. The relay race will not count in the scoring of points.

5. The rules of the National Collegiate Athletic Association will govern this meet. A copy of these rules may be secured at any sporting goods store with Spaulding & Co.'s agency.

6. To be eligible to represent any school a player must be in regular attendance at that school at the time of the inter-scholastic track meet, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1923 up to the date of the meet.

7. To be eligible, a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the school which he wishes to represent.

8. To be eligible, a student must have made passing grades for the three months or longer fall term of the school year 1923-24 on a majority (more than half) of the studies in some regularly organized course of study in the school which he is now attending and wishes to represent.

9. No student who became 21 years of age on or before September 1, 1923, shall be eligible to represent his school in the inter-scholastic track meet.

10. No post-graduate of a school—that is, no student who has already finished a four-year high school course—shall be eligible to represent his school in the inter-scholastic track meet. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already or awarded diplomas, they are, of course, ineligible.

11. No student shall be considered eligible unless he is a member of a grade at least as high as the seventh in the school which he attends.

12. No teacher, coach, professional athlete or former college student shall be allowed to take part in the inter-scholastic track meet under any circumstances.

13. No student who has received for participation in any athletic game, or games, any sum of money in excess of his actual and bare, legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the inter-scholastic track meet. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry.) Before any student who has received money can be considered as eligible, he himself and his high school principal must make definite declaration to the

committee that his case comes within the limits designated in these regulations. Provided, that in case an appeal on eligiblity is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams; and it is understood, of course, that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the inter-scholastic track meet.

14. No student shall be considered as eligible to represent his school who has participated in the inter-scholastic track meet for four years in the past.

15. All schools desiring to be represented in this meet will please notify E. R. Rankin, secretary, as early as possible. Entry blanks for all contestants must be filled out by the superintendent or high school principal and sent in to the committee by March 28th.

The field events of the meet this year will be held on the morning of April 11, at 10 o'clock, and the track events will be held in the afternoon at 2 o'clock. It may be found necessary to run off preliminary heats in certain track events in the morning, this in the event of unusually large entries.

THE INTER-SCHOLASTIC TENNIS TOURNAMENT

The first annual inter-scholastic tennis tournament for North Carolina high schools was held at Chapel Hill in 1916, and the tennis tournament has been held each year since.

The Wilmington high school won both singles and doubles in the tournament of 1916. In the tournament of 1917 the Wilmington high school won the singles and Oak Ridge won the doubles.

The Asheville high school won both singles and doubles in the tournament of 1918. The Wilson high school won both singles and doubles in the tournament of 1919. Again in the tournament of 1920 the Wilson high school won both singles and doubles.

The Raeford high school was winner of singles and the Oak Ridge Institute was winner of doubles in the tournament of 1921.

Oak Ridge Institute won both singles and doubles in the tournament of 1922. The Goldsboro high school won the singles and the Charlotte high school won the doubles in the tournament of 1923. The Greensboro high school won both singles and doubles in the tournament of 1924.

Tennis is becoming a much more popular sport each year among the high schools of North Carolina. Eighteen high schools took part in the inter-scholastic tennis tournament of 1924.

REGULATIONS

1. The inter-scholastic tennis tournament shall be open only to member schools of the High School Athletic Association of North Carolina.

2. There will be contests in singles and doubles. A school may enter either the singles or doubles or both. A school may enter only one man for the singles, and only two men for the doubles.

3. Two Cups will be awarded, one to the school winning the doubles match and the other to the school winning the singles match.

4. To be eligible to represent any school a player must be in regular attendance at that school at the time of the inter-scholastic tennis tournament, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1923 up to the time of the tournament.

5. To be eligible, a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the school which he wishes to represent.

6. To be eligible, a student must have made passing grades for the three months or longer fall term of the school year 1923-24 on a ma-

jority (more than half) of the studies in some regularly organized course of study in the school which he is now attending and wishes to represent.

7. No student who became 21 years of age on or before September 1, 1923, shall be eligible to represent his school in the inter-scholastic tennis tournament.

8. No post-graduate of a school—that is, no student who has already finished a four-year high school course, shall be eligible to represent his school in the inter-scholastic tennis tournament. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already or awarded dplomas, they are, of course, ineligible.

9. No student shall be considered eligible unless he is a member of a grade at least as high as the seventh in the school which he attends.

10. No teacher, coach, professional athlete or former college student shall be allowed to take part in the inter-scholastic tennis tournament under any circumstances.

11. No student who has received for participation in any athletic game or games, any sum of money in excess of his actual and bare, legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the inter-scholastic tennis tournament. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry.) Before any student who has received money can be considered as eligible, he himself and his high school principal must make definite declaration to the committee that his case comes within the limits designated in this regulation. Provided, that in case an appeal on eligibility is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams; and it is understood, of course, that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the inter-scholastic tennis tournament.

12. No student shall be considered as eligible to represent his school who has participated in the inter-scholastic tennis tournament for four years in the past.

13. All schools desiring to be represented in this tournament will please notify E. R. Rankin, secretary, as early as possible. Entry blanks for all contestants must be filled out by the superintendent or high school principal and sent into the committee by March 29th.

HIGH SCHOOL ATHLETICS

With the organization of the North Carolina High School Athletic Association, athletic sports in the secondary schools of the State enter upon a second and larger stage of development.

When the University committee on high school athletics began to function some ten years ago, it had in mind two major purposes: (1) to stimulate and to encourage wholesome athletic sports in the high schools of North Carolina, and (2) to give to high school athletics, with the co-operation of the high school principals, superintendents, and other school officials, intelligent direction and guidance, to the end that these sports should be made clean and wholesome, conducted on a high level of sportsmanship, and kept within proper bounds. From the time the committee sent out its first announcement, it has had the loyal co-operation of practically all the high schools of the State that have participated in athletics. No rule or regulation has been put into effect that has not had behind it and in support of it a majority vote of from seventy-five to one hundred per cent of the schools participating in the particular sport which the proposed regulation was designed to cover.

When the committee attacked these problems several years ago, it was a common practice in the secondary schools of North Carolina for teachers and coaches to play on the teams representing their schools. It was not uncommon for high school coaches and principals to go out and deliberately hunt for promising athletes, even as the colleges were wont to do in former years. Moreover, no student was debarred from participating in athletic contests because of poor scholarship. Case after case can be cited in which those in charge of athletics would go outside the school and import capable players for important games. These are only a few of the evils that existed before and at the time the committee began its work.

But, happily, these evils have been eliminated by the eligibility rules under which the State championship contests have been held.

In short, greater interest has been stimulated, better standards enforced, and marked progress has been made. But, with the increased number of schools taking part, new problems continually arise which must be met and solved. This means that the schools themselves should share in a larger measure than they have hitherto shared in the responsibility for the athletic sports in which they participate. Looking to this end, the committee last fall asked the State Association of High School Teachers and Principals and the State Association of City Superintend-

ents, through their division meetings, to provide for the appointment of a number of representative men from each of these groups to meet with the University committee for the purpose of deciding in joint conference what would be the best and most satisfactory method of procedure from now on. The two bodies mentioned complied with the suggestion and appointed representatives. The joint conference was held at Chapel Hill on January 6th. Out of that conference sprang the North Carolina High School Athletic Association discussed by Mr. Rankin in this issue. The number of schools that have become charter members under the new constitution is now nearly one hundred, and the Association has already begun to function with most encouraging prospects for a successful career.—Editorial in the *High School Journal,* March, 1924.

STATE CHAMPIONS OF THE PAST

State championships in the various branches of athletics have been won by high schools, as follows:

Football—Raleigh high school, 1913; Raleigh high school, 1914; Raleigh high school, 1915; Charlotte high school, 1916; Charlotte high school, 1917; Chapel Hill high school, 1919; Chapel Hill high school, 1920; Fayetteville high school, 1921; Asheville high school, 1922; Charlotte high school, 1923.

Baseball—Sylvan high school, 1914; Sylvan high school, 1915; Clayton high school, 1916; Cherryville high school, 1917; Winston-Salem high school, 1918; Red Oak high school, 1919; Greensboro high school, 1920; Red Oak high school, 1921; Clayton high school, 1922; Pomona high school, 1923; Shelby high school, 1924.

Basketball—Winston-Salem high school, 1915; Durham high school, 1916; Winston-Salem high school, 1917; Durham high school, 1918; Winston-Salem high school, 1919; Wilmington high school, 1920; Chapel Hill high school, 1921; Greensboro high school, 1922; Asheville high school, 1923; Reidsville high school, 1924.

Track—High Point high school, 1913; Friendship high school, 1914; Friendship high school, 1915; Friendship high school, 1916; Friendship high school, 1917; Friendship high school, 1918; Friendship high school, 1919; Friendship high school, 1920; Chapel Hill high school, 1921; Chapel Hill high school, 1922; Charlotte high school, 1923; Charlotte high school, 1924.

Tennis—Wilmington high school, singles and doubles, 1916; Wilmington high school, singles, and Oak Ridge Institute, doubles, 1917; Asheville high school, singles and doubles, 1918; Wilson high school, singles and doubles, 1919; Wilson high school, singles and doubles, 1920; Raeford high school, singles, and Oak Ridge Institute, doubles, 1921; Oak Ridge Institute, singles and doubles, 1922; Goldsboro high school, singles, and Charlotte high school, doubles, 1923; Greensboro high school, singles and doubles, 1924.

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

A STUDY COURSE IN AMERICAN ONE-ACT PLAYS

By ETHEL THEODORA ROCKWELL
State Representative of the Bureau of Community Drama

A PROGRAM FOR WOMEN'S CLUBS
ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

THE UNIVERSITY OF NORTH CAROLINA PRESS
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IMPORTANT NOTICES

Many clubs taking this course will doubtless find that the meetings are too full to be covered with any degree of thoroughness. For those clubs that are able to arrange more than sixteen meetings in one year, it would be well for the chairman to divide the topics suggested, so that more time can be given at each meeting for the reading and discussion of the plays. Where this plan is impossible and the club does not wish to continue the same course for another year, it is suggested that a selection of the most interesting subjects be made for the club program and the others reserved for individual study.

For information concerning royalty rights in producing any of the plays suggested, write to the Extension Division.

This course of study is offered by the Women's Clubs Section of the Extension Division of the University of North Carolina under the usual conditions for such courses.

In addition, the different clubs taking this special course are urged to coöperate with the Carolina Dramatic Association in helping to promote and carry out its aims, which are expressed as follows in its constitution: "To promote and encourage dramatic art in the schools and communities of North Carolina; to meet the need for genuinely constructive recreation; to coöperate in the production of plays, pageants and festivals of real artistic worth; and to stimulate interest in the writing of native drama."

The secretary-treasurer of this organization, Miss Ethel Theodora Rockwell, is the author of this bulletin, and is also the state representative of the Bureau of Community Drama of the University Extension Division. Other officers are Prof. W. R. Taylor, N. C. C. W., Greensboro, president; Mrs. Kate F. Absher, North Wilkesboro, vice-president; and an executive committee composed of Mr. C. D. Snell, Prof. F. H. Koch, Mr. George Denny, Prof. W. R. Taylor, Mrs. Kate F. Absher, and Miss Ethel T. Rockwell.

It is hoped that all clubs taking this course will become members of the Carolina Dramatic Association. The annual membership fee is two dollars payable to the secretary-treasurer of the Association. Upon the receipt of the fee a certificate of membership will be forwarded to the club. More detailed suggestions as to the production of the public programs of plays mentioned in the bulletin will be sent to the members of the Association. All clubs becoming members will be expected to stage at least two programs during the year and will be rendered all assistance possible.

One of the plans of the Association is to have triangular contests in the early spring between the member clubs in each district, each club presenting one one-act play. Judges will render decisions as to the play acted and staged best in each contest. The winning club will later meet other winning clubs until finally there remain only one in the western section of the state and one in the eastern. These two clubs will hold their final contest at the next dramatic institute of the Carolina Dramatic Association. Such groups as high schools, colleges, and communities will conduct similar contests and the last two winners will also appear at the next institute. Trophies will be awarded to the final winners.

If they desire it, clubs outside of North Carolina may be placed on the mailing list and recognized as associate members of the Carolina Dramatic Association upon the payment of the regular membership fee.

INTRODUCTION

Oliver M. Sayler in his book, "Our American Theatre," introduces his subject by declaring, "Something has happened to our American Theatre. Not so long ago, it was a luxury, a pastime, an industry. . . . Today it is the most provocative of the arts. The art of the theatre in the midst of life, drawing new life therefrom. The theatre not only in the theatre, but in halls, on hillsides, on the campus; in newspapers, in magazines, on the bookstalls. The theatre in exhibition galleries, under chautauqua tents; on the lecture platform, in women's clubs, on Pullman smokers, on the radio. Something has happened. Not only to the theatre itself, but to the whole public attitude toward the theatre. Many things have happened. Some of them good, some bad. Encouraging, discouraging. Working together, they have given the theatre a vitality, an importance, a significance it has never known before on our continent."

One of the things that has happened is the development of what has been termed the "Little Theatre Movement," a movement started by lovers of the drama in practically every large city of America and in an increasing number of small cities, villages, and country communities, in high schools and colleges, and in clubs. This movement began only about a decade and a half ago out of a desire to see the best plays that only those who could go to New York were able to witness, to provide a stage for other worth-while plays that probably never would otherwise have been given life, to present real drama in different communities instead of the insipid or salacious fare that was given them by the average road-show, and to encourage the writing and producing of original plays. And in this short period of fifteen years we have seen the movement spread until everywhere there are springing up community theatres and art theatres, while schools are considering no building com-

plete without its stage and dramatic workshop. More than this, many of the most worth-while plays on the American stage today are the product of these little workshop theatres in schools, colleges, and communities. A new, sincere, native drama is being created and a new art form, the one-act play, is being developed; more and more the sincerity, the intelligence, and the art of the actors on these community stages are winning respect and admiration, and many of the players now on the legitimate stage have been recruited from the ranks of what might be termed our home-town players. Lastly, the art of scenic design, lighting, and costuming has been revolutionized.

This study course will confine itself to a survey of one of the most outstanding results of the people's theatre movement, viz., the American one-act play.

The one-act play may be said to bear the same relation to the long play that the short story bears to the novel with as much greater possibilities than the short story as the drama is greater than the novel.

The one-act play has for its end a singleness of impression, a definite artistic effect. Usually, though not necessarily, it is short because it involves but a single dramatic situation or crisis. Technically considered, it presents a distinctive dramatic problem which in many ways is more exacting and more difficult than the construction of a play with three to five acts. Whatever is done must be done quickly, deftly, and with a master hand. At its best, the one-act play is the most finished, the most artistic, and the most closely wrought of dramatic forms. It is the cameo rather than the statue of drama. But one moment in a character's life may be interpreted as though a strong flashlight were thrown upon a significant event or some element of character, but this momentary glimpse must be so clear-cut and so significant that a whole life is often thereby revealed. B. Roland Lewis, in his "Technique of the One-Act Play" sums up the interesting technique of this new art form thus: "To segregate a bit of significant experience and to present a finished picture of its aspects and effects; to dissect a motive so searching and skillful that its very roots

are laid bare; to detach a single figure from a dramatic sequence and portray a sketch of its character; to bring a series of actions into clear light in a sudden and brief human crisis; to tell a significant story briefly and with suggestion; to portray the humor of a person or an incident, or in a trice to reveal the touch of tragedy resting like the finger of Fate on an experience or on a character—these are some of the possibilities of the one-act play when handled by a master dramatist."

This course of study is further limited to the consideration of plays by outstanding authors in the leading organized dramatic groups of America. A similar course might be composed of the plays of European dramatists such as Yeats, Lady Gregory, Synge, Lord Dunsany, Barrie, Maeterlinck, Pirandello, Tchekoff, and others.

The course is not offered solely for its cultural and informative values. It is hoped that the leading women of the various communities will take a vital interest in a new art movement, which introduces artistic and elevating possibilities for the use of a people's leisure in a higher type of amusement and wholesome recreation and which will develop a better taste in all of their interests in life. There is no surer way to do this than to present for the public some of the plays cited here. No play is really a play with living characters until it has been produced. There is high hope for a day when the theatre audience in America will demand drama of artistry and beauty instead of the insipid and evil rubbish they ask for,—or, at least, take—today. And, demanding it, they will get it.

There is no group in a community that can do more to promote the interests of a better drama for all the people of its locality than the woman's club. By first of all becoming acquainted with the modern trend, by itself producing some of the best plays in our native drama, and by encouraging the best entertainments in its local theatres, moving picture houses, schools, and churches, the women's club can render an incalculable service to its community.

The plays here offered may not become classics, many of them are not faultless in dramatic construction, and some may have no great content of matter, yet they all appeal because of a sincerity of purpose and a truthful insight into their delineation of whatsoever cross section of life they represent. The authors here named may never win the plaudits of their contemporaries nor live on through the ages, but they are serving their age by trying to interpret truthfully the spirit of the times and the souls of the people into whose eyes they gaze as they pass them on Main Street or commune with them in their homes, their churches, and their clubs. The player groups here treated may already have been disbanded or may soon see their little workshop theatres give way to a boxing ring or a grocery store, yet who can say how long the light they have kindled may go on shining and lighting new torches? Who can say how great an influence these pioneer bands may have in molding the cultural, social, artistic, and moral life of America? At least, they throw down a challenge to all serious thinking citizens. Will you take it up and carry it on?

QUESTIONNAIRE

(A few questions to aid in the study and discussion of each play.)

1. Is the play indigenous to the home or professional surroundings of the author?
2. Can the play be characterized as folk drama and if so, does it have the characteristics of a folk-play, viz:
   a. Simplicity and naturalness?
   b. Beauty with tragic gloom, or picturesqueness with comic characterization?
   c. Force of characterization and dialogue?
   d. Power derived from the lives and thoughts of unsophisticated people?
3. What characteristics in their everyday relationships do the various persons in the drama show in the brief glimpse we have of them when meeting the test in some crisis or turning point of their lives?
4. Does the plot begin at once?
5. What is the significant event dramatized?
6. What fundamental element of character is thrown into relief?
7. What moving emotion forms the key-note of the plot?
8. How much of the play is taken up in presenting the exposition of the situation?
9. Are the dramatic picture and situation complete as a great painting can be said to be complete?
10. What is the crucial moment or climax of the play?
11. Does the dénouement come at the psychologically opportune time?

12. If the play is a tragedy, what vision of agony or spiritual contest does it give of the heart of life laid bare?

13. If the play is a gloomy one, does it disgust or does it win our sympathetic pity, because it bears an indisputable relation to human life?

14. If the play is a problem play, is the problem presented timely and does it justify its raison d'être?

15. What social philosophy is advanced?

16. If the play is historical, does it keep within the bounds of fact, does it truly represent the spirit of the times depicted, and does it recreate the historical characters?

17. Is the dialogue brilliant, natural, and interesting or the reverse?

18. Is it a great play? Why?

19. Are there any indications of implausible incident to be noted?

A STUDY COURSE IN AMERICAN ONE-ACT PLAYS

FIRST MEETING

Date..... Place.....

General Topic: A Survey of the Course

I. Discussion. Led by.....
Subject: Introduction to this Bulletin
Read and discuss the introduction.

II. Discussion. Led by.....

Subject: The Workshop Theatre in America

References:

Sayler, Oliver M.: *Our American Theatre,* Brentano's, New York.

Wise, C. M.: *Dramatics for School and Community,* Stewart Kidd, Cincinnati; or D. Appleton & Co., New York.

De Goveia: *The Community Play-House,* B. W. Huebsch, New York.

See also Reader's Guide to Periodical Literature.

III. Discussion. Led by.....

Subject: The One-Act Play—Its Place in Drama and as an Art Form

References:

Lewis, B. Roland: *The Technique of the One-Act Play,* Luce & Co., Boston.

IV. Informal Presentation of *The Futurists* by Mary MacMillan

This play is suggested not as one possessing great literary or artistic worth but in the words of the author, "with humble apologies to everybody." It is a humorous take-off of an early woman's club meeting and should be given in the costumes of 1882, or read by women representing the different characters simply for the pleasure to be derived from laughing at ourselves as we were, if you will. This play was written for, and first produced by, the Woman's Club of Cincinnati, and is published by Stewart Kidd of Cincinnati. It requires eight women characters.

SECOND MEETING

Date..... Place.....

General Topic: Plays of the Provincetown Players

I. Discussion. Led by.....

Subject: The Provincetown Players

The most outstanding group of players, the most astounding group, when measured by its success, its number of remarkable original plays, great actors, and artistic scene-designers, is the Provincetown Players. Organized in 1915 at Provincetown, Massachusetts, and first producing in a rickety old Wharf House, they moved for the winter months of 1916 to MacDougal Street in New York, where they persisted even throughout the war, during which they issued this proclamation: "It is now often said that theatrical entertainment in general is socially justified in this dark time as a means of relaxing the strain of reality, and thus helping us to keep sane. This may be true, but if more were not true,—if we felt no deeper value in dramatic art than entertainment,—we would hardly have the heart for it now. One faculty, we know, is going to be of vast importance to the half-destroyed world—indispensable for its rebuilding—the faculty of creative imagination. That spark of it which has given this group of ours such life and meaning as we have, is not so insignificant that we should now let it die. The social justification which we feel to be valid now for makers and players of plays is that they shall keep alive in the world the light of imagination. Without it the wreck of the world that was cannot be cleared away, and the new world shaped."

There is still in this era of post-war readjustments as great a need for the social justification of which their war-time proclamation spoke. And by their fruits they have justified their *raison d'être*. In their gallery of fame, after giving Eugene

O'Neill the central position, we must also provide niches for Susan Glaspell, George Cram Cook, Edna St. Vincent Millay, John Reed, Wilbur Daniel Steele, Alice Rostetter, James Oppenheim, Floyd Dell, Neith Boyce, Rita Wellman, Mary Carolyn Davies, Robert Edmond Jones, James Light, Cleon Throckmorton, and many others.

II. Discussion. Led by.....

Subject: The Plays of Eugene O'Neill

Eugene O'Neill stands to-day as America's foremost dramatist with at least twenty-five one-act plays and ten successful long plays to his credit. Twice he has won the Pulitzer Drama Prize: first, in 1920 for *Beyond the Horizon,* a three-act play; and again in 1922 for *Anna Christie,* a four-act play.

The son of the famous actor, James O'Neill, he was born in New York in 1889. He spent one year at Princeton University, but for the most part his earlier life was spent in vagabonding that carried him "beyond the horizon" at almost every point of the compass. We find him gold-prospecting in the Honduras and finding no gold; managing a road theatrical company through the middle west; sailing on ships "Bound East for Cardiff" and many other places as an able seaman; acting; reporting; and at last finding his real vocation and since 1914 settling down to the business of playwright. In this brief space of time he has become recognized as the preëminent American playwright, the master of expressionism, of realism, of psychological reaction, of tragedy, and of a new and virile kind of romance.

III. Reading and Discussion. Led by.....

Subject: The Emperor Jones by Eugene O'Neill (Expressionistic drama). *The Emperor Jones,* Stewart Kidd & Co., Cincinnati.

This play is a psychological delving into the subconscious and gives us in eight staccato scenes a startling panorama of the human mind countermarching on its hidden memories.

IV. Reading and Discussion. Led by.....

Subject: In the Zone by Eugene O'Neill

(A dramatic episode). In Mayorga: *Representative One-Act Plays.*

This play presents a single and complete static situation. Each character is essentially the same person when the curtain falls as he was when it rose. The play is not one of character development or advancement or situation, but is a static picture of exposition.

V. Trial Presentation of *Before Breakfast* by Eugene O'Neill (A Monologue). In Shay, Frank: *A Treasury of Plays for Women,* Little, Brown and Co., Boston.

Cast:

Mrs. Rowland.....

Alfred, her husband, (not seen).....

THIRD MEETING

Date..... Place.....

General Topic: THE PLAYS OF THE PROVINCETOWN PLAYERS (Continued)

I. READING AND DISCUSSION. Led by.....

Subject: Trifles by Susan Glaspell

(Tragic dramatic episode). Shay and Loving: *Fifty Contemporary One-Act Plays.*

Biographical Note: After Eugene O'Neill, probably the most successful playwright of the Provincetown Players is Susan Glaspell, or Mrs. George Cram Cook. She was born in Davenport, Iowa, in 1882. She studied at Drake University, Iowa, where she received the degree of Ph.B. She also took graduate work at the University of Chicago. From its inception, she has been interested in the little theatre movement and, as one of its founders, she has been a most active supporter of the Provincetown Players group. She has to her credit more than a dozen one-act plays written either by herself, or in collaboration with her husband. She is also the author of at least three long plays: *Bernice, Inheritors,* and *The Verge.* About two years ago she went to Greece with Mr. Cook, where they lived until his death.

Trifles, her one-act masterpiece, was first produced in 1916 in Provincetown, and has had a tremendous vogue in little and professional theatres ever since. It is a tragedy of American farm life, tellingly poignant in its hopelessness.

II. READING AND DISCUSSION. Led by.....

Subject: TWO PLAYS BY GEORGE CRAM COOK AND SUSAN GLASPELL

Suppressed Desires (Satire, or what might be called Freudian comedy). In Mayorga: *Representative One-Act Plays,* or Cook and Shay: *Provincetown Plays.*

Tickless Time (Comedy). In Shay: *Contemporary One-Act Plays.*

Biographical Note: George Cram Cook, one of the leading spirits of the Provincetown Players since the organization of that group, was born in Davenport, Iowa, in 1873. He studied at the University of Iowa, Harvard, Heidelberg, and the University of Geneva. He was professor at the University of Iowa from 1895 to 1899, and at Leland Stanford University from 1902 to 1903. In 1911 he was associate literary editor of the Chicago *Evening Post.* He is the author of several novels and short stories and of the above plays written in collaboration with his wife. He was the director of the Provincetown Players from 1915 to 1923 when he went to Greece, and it is there that his death occurred on January 14, 1924.

Suppressed Desires has probably been staged as often as any other American one-act play since its first production in 1915 at Provincetown. It is a delightful satire on Freudian inhibitions.

Tickless Time is another humorous take-off which was first produced in the New York Playhouse in 1918.

III. Reading and Discussion. Led by.....

Subject: Funiculi-Funicula by Rita Wellman.

In Mayorga: *Representative One-Act Plays.*

Biographical Note: Miss Rita Wellman, the author of *Funiculi-Funicula,* has published a number of one-act plays which have been acted by the Provincetown Players and other groups. She was born in Washington, D. C., in 1890, the daughter of Walter Wellman, a journalist and explorer. From the time of her first published story when she was seventeen, to the present, she has made her chief profession the writing of short stories and plays.

Funiculi-Funicula is a play of ideas that creates a most unusual atmosphere. It was first produced in 1918 by the Provincetown Players in New York.

IV TRIAL PRESENTATION OF TWO PLAYS

The Widow's Veil by Alice Rostetter.

(Farce for two women and voices.) Cook and Shay: *The Provincetown Plays.*

CAST:

Katy MacManus.....
Mrs. Phelan.....
Voices

Biographical Note: The author of this bulletin knows little about Miss Rostetter except that she has been associated with the Provincetown Players and is the author of the above most amusing farce, which was said to be the best bit of comedy in New York at the time of its production there. It affords opportunity for novel treatment in setting. The situation is refreshingly new to the stage.

Night by James Oppenheim

(Poetic impressionistic drama for four men and one woman, all of which parts may be taken by women). Cook and Shay: *The Provincetown Plays.*

CAST:

The Priest.....
The Scientist.....
The Poet.....
The Man.....
The Woman.....

Biographical Note: James Oppenheim, the author of *Night,* has also written several volumes of beautiful poems, other poetic dramas, novels, and short stories. He was born in St. Paul, Minnesota, May 24, 1882. From 1901 to 1903 he was a special student at Columbia. He is one of the well known contributors to the leading magazines of to-day. His home is in New York.

Night should be presented against a lighted blue night sky in silhouette.

FOURTH MEETING

Date..... Place.....

First Public Performance

In this first bill to be presented we have three widely divergent methods of revealing human life,—its reactions and emotions. Across the dumb-waiter in *The Widow's Veil* we see presented a humorous, farcial interpretation of woman's vanity; over the coffee cup, in *Before Breakfast,* the sordid tragedy of a man who has let go of himself is developed in an unusual monologue form, with the principal character never seen; while on a hilltop against a still, starry night sky we hear the age-old cry of "why and whither," we see the age-long eternal groping, the questing race of man trying to understand, and resting forever in the patient arms of woman,—life and love.

I. *The Widow's Veil* by Rostetter (Farce)

CAST:

Katy MacManus (a young matron).....

Mrs. Phelan (her neighbor).....

Voices

II *Before Breakfast* by O'Neill (Dramatic monologue)

CAST:

Mrs. Rowland.....

Alfred, her husband, (not seen).....

III. *Night* by Oppenheim (Poetic impressionistic drama)

CAST:

The Priest.....

The Scientist.....

The Poet.....

The Man.....

The Woman.....

FIFTH MEETING

Date..... Place.....

General Topic: Plays of the Harvard 47 Workshop

I. Discussion. Led by.....

Subject: The Harvard 47 Workshop

English 47 is the most widely known and the most romantic course in any American college curriculum. Wherever the name is repeated almost instant response is heard. English 47,—Ah!—Harvard—George Pierce Baker,—the 47 Workshop—real American drama,—a long list of names of disciples who are to-day stirring the imaginations of the multitudes even on Broadway in many of its legitimate theatres,—Romance dead? Never! Knighthood is again in flower—knights again ride forth in dreams made dramatic realities in dreamlands luminously silhouetted on many a stage. The Harvard 47 Workshop is without parallel in the record of work done in the actual theatre by its former students: Eugene O'Neill, Winthrop Ames, Walter Hampden, Edward Knoblauch, Robert Edmond Jones, Kenneth MacGowan, Jules Eckert Goodman, Charlotte Chorpenning, Josephine Preston Peabody, Fred Ballard, Philip Barry, Edward Sheldon, Arthur Hopkins, Lee Simonson, Howard Brock, Cleves Kinkead, Lewis Beach, Doris Halman, Elizabeth McFadden, and many others. Professor Baker has created his position in spite of Puritan New England prejudice, inadequate stage facilities, and lack of encouragement from the college authorities, who even yet do not seem to be awake to Harvard's great opportunity for coöperation with contemporary life. Among the apostles of a new theatre and a new drama originally identified with the Workshop are a score of leading playwrights recognized on Broadway, two of the greatest original artists in stage designing, and several great actors and producers. George Pierce Baker may be termed the first missionary of the theatre in the schools and

colleges of America. And he has shown all of the missionary qualities of vision, patience, persistence, and steadfast purpose in spite of all handicaps and discouragements.

II. Reading and Discussion. Led by.....

Subject: The Florist Shop by Winifred Hawkridge (Comedy). *Harvard Plays,* Volume I.

The Florist Shop is a most pleasant little play of sentiment written by a pupil of Professor Baker and produced for the first time in April, 1915. Since its publication in the first volume of *Harvard Plays* it has been very popular for amateur production, particularly in high schools.

III. Reading and Discussion. Led by.....

Subject: The Bank Account by Howard Brock (A tragic episode). *Harvard Plays,* Vol I.

It is difficult to find out much about the lives of the younger groups of the 47 Workshop. As a part of their class work, an exceptionally good play like *The Bank Account* will be created, then perhaps the author becomes absorbed in other activities and we do not hear of him in the field of drama again, or perhaps he is only biding his time.

The Bank Account is a well-sustained tragedy of the average clerk in that modern institution, a poor three-room flat. It was first produced by the Harvard Dramatic Club in March, 1914, and has had a wide reproduction.

IV. Trial Presentation of *Will o' the Wisp* by Doris Halman (Impressionistic episode for four women). Mayorga: *Representative One-Act Plays.*

Cast:

The White-Faced Girl (dancer with long red-gold hair).....

.....

The Country Woman.....

The Poet's Wife.....

The Serving Maid.....

Biographical Note: Miss Doris F. Halman was born in Ellsworth, Maine, October 28, 1895, and now makes her home in Brookline, Massachusetts While a student at Radcliffe College, she was a member of the 47 Workshop group where she wrote a number of plays. She graduated from Radcliffe in 1916. Her play, *The Land Where Lost Things Go,* received a prize from the Drama League.

Will o' the Wisp, a fascinating impressionistic episode, was originally produced in the 47 Workshop in December, 1916. It reminds one very much of Yeats' *The Land of Heart's Desire,* and in many ways shows the influence of the Irish drama.

SIXTH MEETING

Date..... Place.....

General Topic: PLAYS OF THE CARNEGIE INSTITUTE OF TECHNOLOGY OF PITTSBURGH

I. DISCUSSION. Led by.....

Subject: THE DRAMA DEPARTMENT OF THE CARNEGIE INSTITUTE OF TECHNOLOGY

The drama department of the Carnegie Institute of Technology is without parallel as the best full-fledged school of the theatre with a faculty; an auditorium; a stage; costume, property and scenic workshops; and a complete curriculum leading to a Bachelor of Arts degree in drama. It is the first college in the country to present such a degree.

The school opened in February, 1914, under the direction of Thomas Wood Stevens and gave its first performance on Shakespeare's birthday. Since that first season, it has been producing plays from seventy-five to one hundred nights each year. Sometimes these plays are original but more often they are full length dramas selected from the most interesting to be had in America or Europe.

Acting is the major concern of this laboratory theatre, yet all of the other arts of the theatre are studied in order to give the student a well-rounded idea of the difficult profession he is entering. One interesting experiment is the staging of plays by guest directors in order that the students may become acquainted with as many widely different methods of producing as possible. Among these visiting directors have been: Donald Robertson, actor and producer of Chicago; Padriac Colum, the Irish dramatist; William Poel, director of the Elizabethan Stage Society of London; and B. Iden Payne, general manager of the National Theatre of Dublin. Here, too, eminent professional companies come to give demonstration performances.

There are probably more graduates of Carnegie acting in professional theatres or directors of little and community

theatres throughout the country than of any one other dramatic school. Many of the graduates are also among the leading pageant directors of the United States.

Attention is also given to the writing of plays and many very good ones have been produced by the school, but it is to be regretted that so far Mr. Stevens has not had a collection of these plays published so that they might be available for amateur production.

II. Reading and Discussion. Led by.....

Subject: Ryland by Thomas Wood Stevens and Kenneth Sawyer Goodman

(An eighteenth century play). In Mayorga: *Representative One-Act Plays.*

Biographical Note: Thomas Wood Stevens was born in Daysville, Illinois, January 26, 1880. His parents, desiring him to become a mechanical engineer, sent him to Armour Institute of Technology where he remained three years. He then gave it up and began to follow his career as an artist. He taught illustration in etching and painting at the Art Institute, Chicago, from 1903 to 1912; became a lecturer in the History of Art at the University of Wisconsin in 1912; and in 1914 became the head of the drama department of Carnegie Institute of Technology in Pittsburgh.

He was one of the first artists in America to take up the great community pageant work as a profession and in this field he has been the author and director of many of the greatest pageants that the world has seen. Some of these are: *The Pageant of St. Louis; The Pageant of the Renaissance; The Pageant of Virginia; The Pageant of the Missouri Centennial;* and a Red cross pageant, *The Drawing of the Sword,* which was widely used throughout the United States during the war.

Mr. Stevens is also the author of several plays, both full length and one-act plays, all of which have a distinct artistic quality that makes them beautiful when produced. Notwithstanding all that he has accomplished personally, and all that is

being done in his remarkable school, his work is much less widely known, except by those who have come into direct contact with it, than is the work of almost any other group. He has never bothered with sandwich-men and tin trumpets. With him the work is its own reward and apparently his only concern. The great majority of his students go forth imbued with the same attitude toward their profession, so that to-day we find them scattered from coast to coast with a great deal of America's artistic life resting safely in their hands.

Ryland, an eighteenth century serious play, centers around William Wynne Ryland, the English engraver, his friends, Sir Joshua Reynolds and Henry Fielding, the actress, Angelica Kauffman, and others. This play was written in collaboration with his friend, Kenneth Sawyer Goodman, who also collaborated with him on many other important works.

III. Reading and Discussion. Led by.....

Subject: Blackberryin' by Howard Forman Smith
In Shay: *A Treasury of Plays for Women.*

Biographical Note: Howard Forman Smith is a native of Massachusetts and a pupil of Thomas Wood Stevens. Before graduation he became technical director of the school's productions, and has since been associated with Mr. Stevens in several pageants and plays. He has also written several one-act plays and pageants, one of the most interesting being *The Cloak of Dionysius,* written and produced with Mr. Theodore Viehman. When this masque was presented in the school theatre, all of the audience came in Greek costume and joined in the final march through the temple.

Blackberryin' is a rather static play centering around a mildly amusing situation.

IV. Trial Presentation of *The Nursery Maid of Heaven* by Thomas Wood Stevens
(A miracle play for six women and three men or an all woman cast). Shay and Loving: *Fifty Contemporary One-Act Plays.*

CAST:

Sister Benvenuta.....
Sister Grimana.....
Sister Rosalba.....
The Abbess.....
The Sister Sacristan.....
Atalanta Badoer (A novice).....
Abbé Filosi.....
The Puppet Man.....
Beelzebub Satanasso.....

This play was first produced by the School of the Drama, Carnegie Institute of Technology, November 14, 1919. College gowns may be used for the robes of the sisters and the Abbé, while the Puppet Man should wear a gay medieval costume, and Beelzebub should be dressed in the traditional red tights, horns, tail, etc. *The Nursery Maid of Heaven* is the only play herein presented of the medieval type of miracle play, so popular at that time. However, it is created as modern eyes look at its situations, its characters, and its compelling inner spirit.

NOTE: Since this bulletin went to press Thomas Wood Stevens has resigned his position in Pittsburgh to become the director of a new theatre and school in Chicago, known as the Goodman Memorial, in connection with the Art Institute.

SEVENTH MEETING

Date..... Place.....

General Topic: Plays of the Carolina Playmakers of the University of North Carolina

I. Discussion. Led by.....

Subject: The Carolina Playmakers

The Carolina Playmakers, now being watched with thoughtful interest throughout the country, came into being in the fall of 1918 with the coming of Professor Frederick H. Koch from the University of North Dakota where he had been the pioneer in the folk-play and pageant movement and the originator of the Playmaker idea. With him he brought the wealth of all his western prairie experience, and a breezy enthusiasm that enabled him, in an incredibly short period of time, to have had written and produced enough plays based upon North Carolina folk-lore, tradition, and native incident to take on a state-wide tour. These first efforts immediately received the delighted approval and serious appreciation of the citizens of the state, who hailed the authors, actors, and the producer as apostles of a new indigenous art and recognized the plays to be as much a product of their native soil as their cotton mills, their overall and hosiery factories, and their good roads. The first tour of North Carolina was made in 1921 from May 7 to May 14. It was the forerunner of two tours in each of the two succeeding years, while the past year has been most successful with three tours to its credit. Upon the first tour Paul Green's *The Miser,* Elizabeth Lay's *When Witches Ride* and Wilbur Stout's *In Dixon's Kitchen* composed the Playmaker repertoire. Altogether, thirty-eight plays have been produced and twenty have been published. The work of the group has been handicapped thus far through lack of its own theatre and adequate workshops and equipment. This handi-

cap, however, will soon be removed when the old Law Building is remodeled and equipped as a State Playmaker Theatre which will serve as a model community theatre for the entire state.

II. Reading and Discussion. Led by.....

Subject: Trista by Elizabeth Lay Green
(A fantastic eighteenth century drama). In Koch: *Carolina Folk-Plays,* second series. First produced December 2, 1921.

Biographical Note: Elizabeth Lay, now Mrs. Paul Green, was born in Concord, New Hampshire, April 6, 1897, the daughter of Rev. George W. Lay of the Episcopal Church. When she was ten years of age her father became rector of St. Mary's School, and the family came to Raleigh. Miss Lay graduated from St. Mary's in 1915, and spent her next two years teaching in this school and at Northampton College. In 1919 she received her A.B. degree from the University of North Carolina, and she remained at the University for the next three years, working with the Playmakers and serving as field agent in the Bureau of Community Drama of the Extension Division. Under the auspices of this bureau she prepared, in collaboration with Professor Koch, two widely popular bulletins: *Play Production* and *Plays for Amateurs.* In 1922 she married one of the leading members of the Playmakers, Mr. Paul Eliot Green, and together they spent the following school year at Cornell University, Ithaca, New York. Here she became a special lecturer on dramatics for the New York State College of Agriculture, and in this position conducted dramatic institutes and had charge of the little country theatre work at county fairs.

Mrs. Green has written a number of plays and poems. *When Witches Ride* and *Trista* are her best known Playmaker plays. In 1924 she won the Separk Poetry Cup for the best poem written by a member of the North Carolina State Federation of Women's Clubs.

III. Reading and Discussion. Led by.....

Subject: Gaius and Gaius, Jr. by Lucy M. Cobb

(An ante-bellum comedy). In *Carolina Folk-Plays,* second series. First produced November 16, 1923, at Chapel Hill and presented on all three tours of the year.

Biographical Note: Miss Lucy M. Cobb was born in Lilesville, North Carolina, the daughter of Rev. N. B. Cobb who was well known throughout the state for forty years as a Baptist minister. Miss Cobb received her education at St. Mary's School in Raleigh, North Carolina College for Women, Greensboro College, and at the University of North Carolina where she received her A.B. degree in 1921. She has been a teacher in the public schools of North Carolina for ten years, and is also a feature writer for the Raleigh *News and Observer.* During the War she was Home Demonstraton agent in Duplin County. Miss Cobb has been city editor of the High Point *Enterprise,* and during one summer session she was publicity director for the University. She has also taught in the Teacher's State Normal College of Louisiana.

Miss Cobb is the author of a number of poems, and she has written three plays: *A Gift for Penelope,* (a tragedy of the time of Blackbeard), *The Girl and the Commandant,* and *Gaius and Gaius, Jr.* The latter play is based upon an incident that happened in the family of Miss Cobb's great uncle. It has been particularly successful wherever produced.

IV. Reading and Discussion. Led by.....

Subject: The Beaded Buckle by Frances Gray

(Satire). In *Carolina Folk-Plays,* second series. First produced February 8, 1924, at Chapel Hill.

Biographical Note: Frances Gray, the author of probably the best satire yet written by a Playmaker, has achieved this distinction in her sophomore year at the age of seventeen. She was born March 19, 1906, in Raleigh, North Carolina, and is the daughter of Robert Lilly Gray and Mary MacRae Gray.

Her high school work was done in Newport News, Virginia, where she graduated in 1922. Her college freshman year was spent at Trinity College, Durham, North Carolina. In the one short year at the University she has developed into a very good amateur actress, having starred in *The Black Rooster* and *Fixin's;* and she has written *The Beaded Buckle,* which met with such appreciative response wherever it was produced that it is included in the Playmakers' second volume of plays. Miss Gray's home is now in Chapel Hill, North Carolina.

V. Trial Presentation of *The Last of the Lowries* by Paul Green (Tragedy). In *Carolina Folk-Plays,* first series. First produced April 30, 1920, at Chapel Hill.

Cast:

Cumba Lowrie (the aged mother).....
Jane (her daughter).....
Mayno (Cumba's daughter-in-law).....
Henry Berry Lowrie (last of the outlaw gang).....

Biographical Note: In point of the number of plays written, published and produced, and of poetry and other literary and artistic accomplishments, the most outstanding figure thus far introduced by the Playmakers is Mr. Paul Green. He was born on a farm near Lillington, North Carolina, where he spent his boyhood. His secondary school education was received at Buies Creek Academy and his collegiate work in the University of North Carolina where he graduated in 1921. After a year's graduate work at Cornell University, New York, he returned to North Carolina University as assistant professor in the Philosophy department. He saw several months service in France with the A. E. F. in the 105th U. S. Engineers. He has had five plays published. By many *The Last of the Lowries* is considered his best work, and is often compared with Synge's *Riders to the Sea* in its picture of a mourning peasant mother.

EIGHTH MEETING

Date..... Place.....

Second Public Performance

For this program again there are presented three plays of types widely differing from themselves as well as from those of the first group. *Will o' the Wisp,* as stated before, gives a flavor of the supernatural folk-plays of the Irish. It is a fantasy that gives much opportunity for creating an unnatural weird atmosphere of uncanny beauty, that leaves its spectators breathlessly following the will o' the wisp.

Another play reflecting the Irish influence on drama is Paul Green's *The Last of the Lowries,* only in this instance we have tragic realism overshadowed by the portending wings of fate. One man is necessary for the cast, but as the part is short, although very important, someone can doubtless be found admirably suited for the character of Henry Berry Lowrie.

In *The Nursery Maid of Heaven* we go back to the ancient medieval type of play, known as the miracle play, which gives a group the opportunity to present a play centering around a remote time and place. Although the characters are entirely removed from the experience of most of those witnessing it, yet none the less it is real for many. The play is particularly timely to-day, when we remember that in New York the most elaborately staged play and the one that has drawn the greatest spellbound audiences is Max Reinhardt's *The Miracle.* No one can witness this play without a catch at the heart and a golden vision of the beauty of self-sacrific and devotion.

I. *Will o' the Wisp* by Halman (Fantasy).

CAST:

The White-Faced Girl (A dancer with flame colored hair) .....

The Countrywoman.....

The Poet's Wife.....

The Serving Maid.....

II. *The Last of the Lowries* by Green (Tragedy).

CAST:

Cumba Lowrie (the aged mother).....

Jane (her daughter).....

Mayno (her daughter-in-law).....

Henry Berry Lowrie.....

III. *The Nursery Maid of Heaven* by Stevens (A Miracle Play).

CAST:

Sister Benvenuta.....

Sister Grimana.....

Sister Rosalba.....

The Abbess.....

The Sister Sacristan.....

Abbé Filosi.....

NINTH MEETING

Date..... Place.....

General Topic: Plays of the Portmanteau Players

I. Discussion. Led by.....

Subject: Stuart Walker's Portmanteau Theatre

In 1915 a startlingly new theatrical venture attracted a delighted public and made the old and seasoned producers take an amazed view. This strange phenomenon became widely known throughout the country as the Portmanteau Theatre, devised and set into action by a visionary young man, named Stuart Walker. This theatre was exactly what its name suggests: a portmanteau theatre that could on three hours' notice be struck, folded up, packed into a box, and started on its way to another playhouse, be it theatre, church, club room, portico, or what not. It had cost little to devise and could be set up anywhere. Yet it was so perfect in effectiveness and beauty, and the plays presented (written for the most part by Walker himself) were of such exquisite appeal and high standard that Walker's Portmanteau Theatre has continued to attract an appreciative public wherever it may be. It is a traveling little theatre that comes to you, and it still remains unique in the field of dramatic art.

II. Reading and Discussion. Led by.....

Subject: Six Who Pass While the Lentils Boil by Stuart Walker (Fantasy).

Biographical Note: Stuart Walker, playwright and producer, was born in Augusta, Kentucky. He received his Bachelor of Arts degree from the University of Cincinnati in 1902. From earliest boyhood he was more than childishly interested in producing plays for at an early age he toilsomely built and set up his first portmanteau theatre in his father's

barn and offered many neighborhood entertainments. From 1909 to 1914 he served as play reader, actor, and stage manager for David Belasco. In 1915 he became an independent producer, setting up his quaint theatre in the Social Settlement House for his first performances, but that winter moving hither and thither over New York City. In another year he went from coast to coast. For the past two or three years he has been engaged in repertoire in Indianapolis and in Cincinnati.

As great as is his contribution to unique theatres, even greater, perhaps, is his gift to dramatic literature; for he has written at least a dozen one-act plays and several long ones that have a quality rarely caught by any other author. They are usually fantasies that carry you into the happy land of make-believe if you are one of the ever young spirits of the earth. Some of these plays are *The Trimplet, Nevertheless, The Medicine Show, Six Who Pass While the Lentils Boil, The Lady of the Weeping Willow Tree* (Japanese three-act play), *The Very Naked Boy, Jonathan Makes a Wish, The Birthday of the Infanta,* and *Sir David Wears a Crown.*

III. Reading and Discussion. Led by.....

Subject: Sir David Wears a Crown by Stuart Walker (A sequel to *Six Who Pass While the Lentils Boil*).

IV. Trial Presentation of Two Plays

The Birthday of the Infanta by Stuart Walker (A Spanish Velasquez fantasy). In Walker: *Portmanteau Adaptations.*

Cast:

A Page.....

The Infanta of Spain.....

The Duchess of Albuquerque.....

An Attendant.....

The Fantastic.....

The Chamberlain.....

The Count of Tierra Nueva.....

This beautiful little play was dramatized by Mr. Walker from the story by Oscar Wilde. It is written for five men and two women, but may be effectively produced by an all women cast in Velasquez costume.

Voices by Hortense Flexner
(Poetic drama for two women). In Mayorga: *Representative One-Act Plays.*

CAST:

Yvonne .....
The Other .....

Biographical Note: Miss Hortense Flexner has written several plays for Mr. Walker's repertory, some of which are *Three Wise Men of Gotham, The Road,* and *The Broken God.* She is also the author of many beautiful poems published in the leading current magazines. Miss Flexner is a resident of Louisville, Kentucky, where she was born on April 10, 1895. She spent her first collegiate year at Bryan Mawr, going from there to the University of Michigan where she received an A.B. degree in 1907 and an A.M. in 1910.

Voices was originally produced under the direction of Stuart Walker and the Portmanteau Company, New York, in 1916. It is a poetic drama centering around the spirit of Jeanne d'Arc, still pervading France, which made it especially all-pervasive during the War in the nation's darkest hours. It is here presented as an example of some of our war plays. It is short, tensely dramatic, and full of thought and poetic beauty.

NOTE: Since going to press Mr. Walker has informed the author of this program that *The Birthday of the Infanta* will not be available for amateur production. If so desired, *Six Who Pass While the Lentils Boil* may be substituted for this.

TENTH MEETING

Date..... Place.....

General Topic: Plays of the Wisconsin Players

I. Discussion. Led by.....

Subject: The Wisconsin Players

The Wisconsin Dramatic Society or Wisconsin Players, as they have come to be known, was one of the earliest peoples' theatre groups, having been organized in 1911. It is probably the first instance of a whole state in action, a whole state working for the cause of the drama, although this action was for the most part limited to the several score of members from various parts of the state. The prime mover of the organization was Thomas H. Dickinson, then a professor of English in the University of Wisconsin. Maeterlinck's *Intruder* and Ibsen's *The Master Builder* were among its first productions. For several years it published a very good magazine *The Play Book,* with Mr. Dickinson as editor, and kept a circulating library available to all members. Play writing and the study of modern drama were given as courses in the University; translations of foreign plays were made; several tours were undertaken; and original plays were written, produced and published. The author of this bulletin was one of the original members of this group, and from it caught much of the inspiration which sent her out from the University as a producer and writer of pageants and plays.

In order to have available for class work and for production the best of the contemporary drama at home and abroad, Professor Dickinson published his two large and widely used collections, *Chief Contemporary Dramatists.* Since he left Wisconsin, the headquarters of the group have been transferred from Madison to Milwaukee under the direction of Mrs. Laura E. Sherry, and it has become more localized in its activities.

II. Reading and Discussion. Led by.....

Subject: Glory of the Morning by William Ellery Leonard (A poetic Indian drama).

Biographical Note: William Ellery Leonard, poet, playwright and English professor in the University of Wisconsin, was born in Plainfield, New Jersey, January 25, 1876. He received his A.B. degree from Boston University in 1898, his A.M. from Harvard in 1899, and his Ph.D. from Columbia in 1904.

By many of the leading critics of the country and by lovers of poetry, Mr. Leonard is considered one of the best American poets, although his work is not so generally known as that of many others. He has written two poetic Indian dramas, the one-act play, *Glory of the Morning,* which is both beautiful and wonderfully dramatic, and the four-act drama, *Red Bird.*

III. Trial Presentation of *Neighbors* by Zona Gale (Comedy for two men and six women).

Cast:

Grandma .....
Mis' Diantha Abel.....
Ezra Williams.....
Peter .....
Inez .....
Mis' Elmira Moran.....
Mis' Trot.....
Mis' Carry Ellsworth.....

Biographical Note: Miss Gale was born in Portage, Wisconsin, and graduated from the University of Wisconsin in 1895. For several years, thereafter, she worked on newspaper staffs and wrote for newspapers and magazines. Gradually her stories attracted more and more attention. Then she published *Friendship Village* and from that time on her fame has steadily grown until to-day she is recognized as one of the first women of letters in the United States.

It is interesting to note that the workshop theatre movement has helped to produce at least two winners of the Pulitzer Prize for the best drama of the year. As stated before Eugene O'Neill was the winner in 1920 and again in 1922. In 1921 the award went to Miss Zone Gale for her three-act play, *Miss Lula Bett.*

Miss Gale's first play, *Neighbors,* was written for and first produced by the Wisconsin Dramatic Association. There are no statistics to prove the statement, but it is doubtful if any other one-act play has been so widely produced as has *Neighbors.* One unique feature in the production of this play is that Miss Gale allows it to be produced without royalty charges by any rural group which will agree to plant a tree. There are many *Zona Gale* or *Neighbors* trees throughout the country.

Uncle Jimmy is another one of her successful one-act plays, and this winter one of the best long plays in New York was her *Mr. Pitt.*

NOTE: If desired *The Feast of the Holy Innocents* by S. Marshall Illsley (a comedy for five women) may be produced instead.

ELEVENTH MEETING

Date..... Place.....

General Topic: PLAYS OF THE WASHINGTON SQUARE PLAYERS
(The Theatre Guild)

I. DISCUSSION. Led by.....

Subject: THE WASHINGTON SQUARE PLAYERS

In a Washington Square bookshop a decade ago, a group of artists and writers used to congregate much as the proverbial countrymen are said to congregate in the country grocery store to discuss how politics and the world in general should be run. The conversation in the bookshop, however, did not center around politics but around theatres and plays, and what they would do if they had a theatre and could choose plays to produce. One day they changed the tenor of their mournful discussion and began to cast about to see what could be done to help straighten out the much awry theatrical situation. One of their number, a young Harvard Workshop man, Robert Edmond Jones, longed for an opportunity to remake the theatrical world's scenic background. His first opportunity was an old curtain hung up in a back room of the bookshop. Together the artists of the group utilized their various talents and produced in this little back room Dunsany's *The Glittering Gate* so beautifully that they little realized that for themselves they had created a veritable glittering gate, opening into a land of fame, fortune and romance.

They soon rented the Bandbox Theatre and began to write and produce their own plays. This was in 1915. They were the first group in New York to produce one-act plays. Their fame and success spread across the country when they took their productions on tour, and to-day, as the Theatre Guild, they are giving some of the most worth while and remarkable productions in New York. In his introduction to their plays, their director, Edward Goodman, says: "If fools did not rush

in where theatrical angels fear to tread, this preface would never have been written. Two years back the Washington Square Players were called by many who had theatrical experience fools. Now some term us pioneers. The future may write us fools again or something better—the conclusion being that the difference between the fool and the pioneer lies in the outcome—the secret, that the motive power behind both is enthusiasm."

On the first program the statement was made: "We have only one policy in regard to the plays we produce—they must have artistic merit. Preference will be given to American plays, but we shall also include in our repertory the works of well known European authors which have been ignored by the commercial managers."

They are still trying new things in the way of plays, scenic effects, lighting, and acting, and are still the apostles of a new art in drama. Some of their latest and greatest experiments are *Liliom* by Franz Molnar, *Back to Methuselah* by George Bernard Shaw, *From Morn to Midnight* by George Kaiser, *R. U. R.* by Karel Capek, *The Devil's Disciple* by Shaw, and *The Adding Machine* by Elmer Rice.

II. Reading and Discussion. Led by.....

Subject: The Clod by Lewis Beach
(Civil War tragedy). In *Washington Square Plays.* Originally produced January 10, 1915, by the Washington Square Players.

Biographical Note: Lewis Beach, a former Harvard 47 Workshop man, is to-day becoming recognized as one of America's leading playwrights. Last year (1923) his *The Square Peg* was considered one of the best plays of the season, while this year he has won still greater acclaim with his mid-west comedy *The Goose Hangs High.* His one-act play, *The Clod,* is considered one of the best short tragedies. It is so compact and well-rounded that it gives a hint of the influence of the writings of de Maupassant. Another one-act play by Mr. Beach, *The Return of the Prodigal,* has won considerable approval.

III. Reading and Discussion. Led by.....

Subject: The Last Straw by Bosworth Crocker (Apartment house tragedy). In Mayorga: *Representative One-Act Plays.*

Biographical Note: Mr. Bosworth Crocker was born in Surrey, England, on March 2, 1882, but was brought to America in his early childhood. He is a frequent contributor of poems, short stories, criticism, and feature articles to the leading magazines. The Washington Square Players have produced several of his plays, chief of which are *The Last Straw, Pawns of the War,* and *The Baby Carriage.*

IV. Trial Presentation of *Overtones* by Alice Gerstenberg (Impressionistic satire for four women). In *Washington Square Plays.* Originally produced November 8, 1915, by the Washington Square Players.

Cast:

Harriet (a cultured woman).....

Hetty (her primitive self).....

Margaret (a cultured woman).....

Maggie (her primitive self).....

Biographical Note: Miss Alice Gerstenberg was born in Chicago and was educated there and at Bryn Mawr College. She is the author of a number of novels, short stories and plays. Her three-act dramatization of Lewis Carroll's *Alice in Wonderland* with a musical setting by Eric de Lamarter has often been produced by both professionals and amateurs. The play *Overtones,* the most original play produced by the Players, is particularly delightful for production by women's clubs. It is a most unique and effective theatrical novelty.

Other successful one-act plays by Miss Gerstenberg are: *Beyond, The Pot Boiler, The Unseen, The War Game,* and *Attuned.*

V. Trial Presentation of *The Shepherd in the Distance* by Holland Hudson

(A pantomime in three scenes by ten characters). In Shay and Loving: *Contemporary One-Act Plays.* Originally produced by the Washington Square Players at the Bandbox on the night of March 26, 1915.

Cast:

The Princess.....
The Attendant.....
The Wazir.....
The Vizier.....
Ghurri-Wurri (the beggar).....
The Goat.....
Slaves of the Princess.....
.....
The Maker of Sounds.....

Note: If any club would like to attempt another novel dramatic form, nothing could make a more interesting experiment than this pantomime by Holland Hudson, one of the early directors of the Players. Full directions are given in the pantomime for the interesting staging.

TWELFTH MEETING

Date..... Place.....

Third Public Performance

For the third public performance four plays are submitted from which it will probably be best to select two or three. These four plays cover a wide range in type. Gerstenberg's *Overtones* reaches the height of social satire. Gale's *Neighbors* presents a play, artistic because of its simplicity and truth in showing the right side of Main Street. Walker's *The Birthday of the Infanta* is a reproduction in scenery and costume of a Velasquez painting, while in character and action it is a poignant poem measured to the heart-rhythm of a child and a hunchbacked court fool. Holland's pantomime, *The Shepherd in the Distance,* gives the opportunity to act as for a moving picture, and to present to the audience an enchanting, living, breathing cinograph either in black or white, or in brilliant colors with beautiful lighting effects.

I. *Overtones* by Alice Gerstenberg (Impressionistic satire).

CAST:

Harriet (a cultured woman).....
Hetty (her primitive self).....
Margaret (a cultured woman).....
Maggie (her primitive self).....

II. *Neighbors* by Zona Gale (Comedy).

CAST:

Grandma .....
Mis' Diantha Abel.....
Ezra Williams.....
Peter .....
Inez .....
Mis' Elmira Moran.....

Mis' Trot.....
Mis' Carrie Ellsworth.....

III. *The Birthday of the Infanta* by Stuart Walker (Tragic fantasy).

CAST:

A Page.....
The Infanta of Spain.....
The Duchess of Albuquerque.....
An Attendant.....
The Fantastic.....
The Chamberlain.....
The Count of Tierra Nueva.....

IV. *The Shepherd in the Distance* by Holland Hudson (Pantomime).

CAST:

The Princess.....
The Attendant.....
The Wazir.....
The Vizier.....
Ghurri-Wurri (the beggar).....
The Goat.....
Slaves of the Princess.....
.....
The Maker of Sounds.....

THIRTEENTH MEETING

Date..... Place.....

General Topic: PLAYS OF THE PLAYERS' WORKSHOP OF CHICAGO

I. DISCUSSION. Led by.....

Subject: THE CHICAGO WORKSHOP THEATRE

The Chicago Workshop Theatre opened in 1916 with the avowed purpose of giving first performances only. These first performances are further limited to plays written by Chicago authors, acted by Chicago amateurs, with scenic effects and costumes designed by Chicago artists. The programs are given once a month for six consecutive nights and have become most popular. The organization has managed its finances well. It pays no salaries, but authors and amateurs in acting and scene designing are glad to have available a well equipped workshop in which to try out their plays and talents with the result that many of the best one-act plays of America's dramatic output have had their premières here. It is essentially a theatre of "deeds not words." Among the most prominent dramatists belonging to this group are Alice Gerstenberg, Ben Hecht, Mary Aldis, Oscar Wolff, and, until his death, Kenneth Sawyer Goodman.

II. READING AND DISCUSSION. Led by.....

Subject: Mrs. Pat and the Law by Mary Aldis (Comedy). In Mayorga: *Representative One-Act Plays.*

Biographical Note: Mary Aldis (Mrs. Arthur Aldis) was born in Chicago on July 7, 1872, and was educated at St. Mary's School, Knoxville, Illinois. She was married in 1892. In order to have a place in which to try out her own plays, as well as those of others, she founded in 1910 the Aldis Playhouse in Lake Forest, a suburb of Chicago. This playhouse was one of the first of the typical little theatres in the country and is especially interesting because it represents a dwelling house turned

into a theatre, a thing that any town having initiative and a love of art can copy. Two good rules for amateur theatrical groups, or any others for that matter, are posted in the green room. They are *Keep your temper* and *Return your manuscript.*

Since the founding of the Players' Workshop she has been one of its most sincere workers, and a number of her plays have had their first performances given there. Mrs. Aldis is one of the leading workers in social service in Chicago where from her contacts with struggling humanity she gains most of her plots such as the one here presented in *Mrs. Pat and the Law.* She is one of Chicago's most valiant artists, for her work always shows a sincerity of purpose and a deep insight into the characters of those with whom she is thrown in contact.

Mrs. Pat and the Law was originally produced September 14, 1913, at the Aldis Playhouse in Lake Forest, and is included here because Mrs. Aldis works not only in her own theatre but also with the Players' Workshop. Then too, it is her most representative work.

Some of her other plays are *Florence Nightingale, The Princess Jack, Flashlights, Drift,* and *The Will of the People.*

III. Reading and Discussion. Led by.....

Subject: Where But in America by Oscar W. Wolff (Satire). In Mayorga: *Representative One-Act Plays.* First produced April 23, 1917, by the Players' Workshop.

Biographical Note: The Players' Workship includes in its membership people who, for the most part, make its activities their avocation. Such is the case with Mr. Oscar M. Wolff, whose profession is that of the law and the writing and editing of text-books in law and other legal publications. For his relaxation he turns to the writing of humorous one-act plays of which *Where But in America* is the most delightful example. When one has finished seeing it, he cannot refrain from amusedly chuckling, "Where but . . . indeed!" Mr.

Wolff was born July 13, 1876. He is a graduate of Cornell University and of the Chicago Law School. During the War he was with the United States Food Administration at Washington.

IV. Trial Presentation of *The Wonder Hat* by Ben Hecht and Kenneth Sawyer Goodman

(A farcial harlequinade for two women and three men, or an all women cast). In Mayorga: *Representative One-Act Plays*. First produced in 1916.

Cast:

Harlequin .....
Pierrot .....
Punchinello .....
Columbine .....
Margot .....

Biographical Note: Ben Hecht, a newspaper reporter, playwright, short story writer, and little theatre producer was born in New York City in 1893. He declares that he travelled extensively until he was eight years old when he located in Racine, Wisconsin, where he remained until he finished high school at the age of seventeen. Immediately thereafter he went to Chicago with the intention of becoming a violinist in the Thomas Orchestra, but he landed on the staff of the Chicago *Journal* where he had worked for four years and then joined the *Daily News*. During the War he was the official Berlin correspondent of the latter paper. In a facetious autobiography, he says: "I admire the domestic geranium. Lavender is my favorite color. I have no money in the bank. . . . My favorite composers are Beethoven and Debussy. My favorite authors, Huysmans and Dostoyevsky."

No study of the drama could be complete without at least one delightful example of the modern "commedia dell' arte" with its Pierrot and Columbine, its Harlequin and Punchinello. Such a play is *The Wonder Hat*. Played in the strolling players' medieval spirit of "Let's pretend,!" this charming bit of "just for fun" cannot fail to win a care-forgotten chuckle from everyone in the audience.

Lieutenant Kenneth Sawyer Goodman, who collaborated with Ben Hecht on *The Wonder Hat, An Idol of the Shops,* and *The Hero of Santa Maria,* was one of our leading dramatic artists. He was born in 1883 and died very suddenly of pneumonia on November 29, 1918, at the Great Lakes Naval Station where he was chief aide to Captain Moffitt. He is the author of an excellent volume of short plays entitled *Quick Curtains,* which contains *Dust of the Road, The Game of Chess, Back of the Yards, A Man Can Only Do His Best,* etc. Besides having written plays of which he is the sole author, he collaborated with B. Iden Payne, Ben Hecht, and Thomas Wood Stevens.

FOURTEENTH MEETING

Date..... Place.....

General Topic: Plays of the Other Players of New York

I. Discussion. Led by.....

Subject: The Other Players.

The Other Players organization is here included because of its founder, Alfred Kreymborg, the author of the plays to be studied and presented at this meeting. He is the inventor of a most unusual and interesting type of drama which may be produced either by people or puppets. His plays and those of others writing for this group are written in rhythmic staccato lines to be recited in a musical chant while the actor or puppet dances or moves about in unison with the rhythm. These plays have a quaint, whimsically humorous quality which makes one smile a quirked-lipped smile.

II. Reading and Discussion. Led by.....

Subject: Manikin and Minikin by Kreymborg (A Bisque play). In Shay: *Plays for Women.*

Biographical Note: Mr. Alfred Kreymborg was born in New York City, December 10, 1883. Gordon Craig, writing an introduction to Kreymborg's volume of puppet plays, says that Kreymborg lived the first twenty years of his life in a house in the shadow of a railway with trains rattling past the first floor windows all day and all night. He never left the house to see the grass and flowers in the country. It is wonderful to think that this sweet-natured kindly man had not become like a piece of cold stone, and yet he is entirely the reverse—a delightful talker who makes you laugh in spite of yourself. He is the exponent of evolution in the form of music, prose, free verse, and the free verse play. His rhythmical plays may be had in several volumes, and are in very great favor in little theatre groups everywhere.

This delightful rhythmical play was first produced by the St. Louis Players in 1916. For reading before a group it will be found much more effective if two women read it. It will be still more effective if they dress to represent the two quaint bisque figures so often found on old fashioned mantel shelves. Or, the voices may be hidden and the stage or room set with a mantel on which stand, with their faces turned from each other, the two figures with an ancient clock ticking away between them. If given this latter way, one has an example of marionette production.

III. Reading and Discussion. Led by.....

Subject: Lima Beans by Kreymborg
(A scherzo comedy). In Mayorga: *Representative One-Act Plays.*

Lima Beans is probably Kreymborg's best known and most frequently produced play. It is an excellent example of pantomine acting and may be produced either with actors or puppets.

IV. Trial Presentation of *Rocking Chairs* by Kreymborg
(A rhythmical concertino for three women). In Shay: *Plays for Women.*

Cast:

Mrs. Boyle.....
Mrs. Elms.....
Mrs. Berry.....
Katy-did Voices.....

This amusing take-off on women's gossip is one of Kreymborg's newer dramas but it is already very popular. The only stage directions any man would give would be "Rock, talk, and act natural." It must be given in character to be fully appreciated.

FIFTEENTH MEETING

Date..... Place.....

General Topic: Miscellaneous Little Theatre Plays

I. Discussion. Led by.....

Subject: A Survey of the Little Theatre Movement

So widespread has the People's Theatre movement become that there is scarcely a state that does not have at least one group of amateur dramatic artists and many states have a dozen or more clubs. Sayler, in his appendix to *Our American Theatre,* lists player groups in forty-two different states. And in many of them, some very good plays are being produced. Then there are many writers of plays who are connected with no particular dramatic organization. It would be practically impossible to give a complete list of these. Yet, if one reads the theatrical magazines, these names and plays and clubs will become familiar. For a final study only a few of them can be taken up, but the ones selected are among the most outstanding.

II. Reading and Discussion. Led by.....

Subject: Sam Average by Percy MacKaye (Fantasy). In Mayorga: *Representative One-Act Plays.* Originally produced at the Toy Theatre, Boston, on February 26, 1912.

Biographical Note: There is no greater protagonist of the People's Theatre and of community drama than Percy MacKaye, and no one has more vividly demonstrated its greater possibilities in inspired and moving spectacles. In the productions of *The Masque of St. Louis, Jeanne d'Arc,* and *Caliban* thousands of people participated, while the audiences in the outdoor amphitheatres ran into the hundreds of thousands. He is too well known the world over to need any very extended biographical sketch here.

Percy MacKaye was born in New York on March 16, 1875, of a family already famous in the theatrical world, his father, Steele MacKaye, being a noted actor and playwright. He was educated at Harvard and at the University of Leipzig. He has given almost his entire time to the writing of plays, masques, pageants, operas, and articles and books on the drama from the community point of view. Some of his best dramas, in addition to the masques mentioned above, are: *The Canterbury Pilgrims, The Scarecrow, Sappho and Phaon, A Thousand Years Ago,* and *This Fine-Pretty World,* his latest venture into mountaineer drama.

Sam Average appears in a collection of one-act plays called *Yankee Fantasies.* It is a most interesting interpretation of the birth of our symbolic "Uncle Sam" back in the War of 1812.

III. Reading and Discussion. Led by.....

Subject: The Trysting Place by Booth Tarkington (Farce).

Biographical Note: Booth Tarkington is also too well known a writer to need any introduction here. He was born in Indianapolis, Indiana, July 29, 1869, and was educated at Exeter Academy, Purdue University, and Princeton. Since the death of Mark Twain, America possesses no greater humorist. He is more versatile than any other writer to-day. We find him writing novels that win the Pulitzer prize, the best short stories, and the best plays, both for the legitimate and the amateur stage. His first very successful play, *The Man from Home,* was written with Harry Leon Wilson, as were also *Mister Antonio* and his latest success, *Tweedles.* Some of his other most successful plays are *Clarence, Seventeen, The Intimate Strangers, Penrod,* and *Monsieur Beaucaire.* The latter has just been released as one of the greatest moving pictures for 1924. Other one-act plays besides *The Trysting Place* are *Ghosts* and *Bimbo, the Pirate.*

The Trysting Place was first published in September, 1922, in the *Ladies' Home Journal,* has been produced numberless

times throughout the country, and is always a certain mirth provoker. It is one of the most amusing and wholesome one-act farces to be found anywhere.

IV. Reading and Dsicussion. Led by.....

Subject: The Terrible Meek by Charles Rann Kennedy (A tragedy of the crucifixion).

Biographical Note: Charles Rann Kennedy is another well known dramatist and an actor of the highest rank. He was born in Derby, England, February 14, 1871, and is self-educated, knowing only the world as his teacher. Yet in spite of this, no one has learned his lessons with a deeper insight into the heart of humanity, and no one has learned to look with a kindlier eye at the world about him. In 1898, he married the famous actress, Edith Wynne Matthison. Together they have thrilled audiences throughout the nation with their acting, their readings, their lectures, and their demonstrations of Greek drama which they produce annually at their school, the Bennett School of Applied Arts, at Millbrook, New York.

Kennedy's greatest play is *The Servant in the House* which has stirred the country from the time it was first produced. Some of his other plays are: *The Winterfest, The Rib of Man, The Army with Banners,* and *The Chastening.* He and his wife have been on tour with the last named during the past season. In many respects Kennedy is a man ahead of his time.

Sheldon Cheney recently said: "Kennedy with his remarkable reaches into regions beyond the usual vision of playwrights, with his flashes of genius, his superb irony and his imagination, is bound to grow in stature in histories of the stage and to be recognized as having influenced a large following."

The Terrible Meek, a tragedy of the crucifixion, is usually presented in shadow silhouette, three crosses on a shadowed hilltop from which three voices seem to come out of the darkness.

V. Reading and Discussion. Led by.....

Subject: The Shadowed Star by Mary MacMillan (A Christmas tragedy of the tenements.) In MacMillan: *Short Plays.*

Biographical Note: Miss Mary MacMillan probably has written more worth-while one-act plays than any other writer. She has already published three volumes of these plays and many of them are separately published. Most of these plays have had their first production by the Cincinnati Woman's Club or the Cincinnati College Club. In her introduction to *Short Plays* she says: "Some are born dramatists—like Shakespeare—some achieve dramatic construction—like Ibsen—some have drama thrust upon them—like me. I did not lisp in numbers, for the numbers came, but rather I was locked up alone in a room with a crust of bread and a tin cup of water and commanded to write a drama that could be produced by five or six women in forty-five minutes without scenery on a stage as big as a good sized book. The process was repeated at intervals throughout the last few years and this little collection of plays is the result."

Her *Fan and Two Candlesticks* was one of the first plays produced by the Washington Square Players, and has been repeatedly produced elsewhere. Her most poignant play is the Christmas tragedy, *The Shadowed Star,* which is as heart-stirring as some of Dickens' tales.

VI. Trial Presentation of Two Plays

A Fan and Two Candlesticks by Mary MacMillan (Eighteenth century comedy for two men and one woman, or an all women cast).

Cast:

Nancy .....

Ralph .....

Hugh .....

Jezebel by Dorothy Stockbridge
(Religious drama for six characters). In Shay: *Contemporary One-Act Plays* 1921.

CAST:

Jezebel .....
Melkah (a slave girl) .....
Jehu .....
Messenger .....
Slaves .....
.....

Note: This program should be given in two meetings if possible. In clubs where time is limited a selection of three of the topics should be made.

SIXTEENTH MEETING

Date..... Place.....

Fourth Public Performance

If you have come to the end of this study program and have presented the three preceding public performances suggested, you will doubtless have become so thoroughly enamored with your harlequinades into the land of make-believe that you will keep the key to its glittering gate and hereafter make frequent excursions thither to explore other paths. Neither time nor place hold despotic confines in the Land of Make-Believe.

Time glimpses backward a century and a half to reenact an old tale of love, charmingly lighted with candles and bewitching laughter in *A Fan and Two Candlesticks;* or he pictures in the broad afternoon sunlight here and now and everywhere and everytime, the cynic's chromo of womankind in *Rocking Chairs.* "All right you say so, then here we are gossiping and rocking, rocking and gossiping, and we defy you to laugh with us, you knowing masculine cynics." Then, presto! The centuries roll back as Einstein says they would, could one travel toward the sun, and you are in ancient days of Israel when Jezebel learned the terrible significance of the prophecies of Jehovah's servant Elijah.

In every land in every time there have always been spirits ever young, with eager eyes that searched out the joy in life, that wandered joyously, and sowed the seeds of mirth and imagination in the hearts of men. We call them Harlequin, Pierrot, Columbine and Punchinello. And here you see them with their delightful fooling in *The Wonder Hat.* The curtain rings down, but out in Main Street and along the woodland path, you gaze into the faces of those you meet and catch again Harlequin's whimsical smile and that old spirit of hopeful dreaming. The tragedy of life lies in the fact that so many faces have lost that gleam. This study leaves you as fully initiated strolling players, ready to start on venturings anew, and wishes you *bon voyage.*

I. *A Fan and Two Candlesticks* by MacMillan (Eighteenth century comedy).

CAST:

Nancy .....
Ralph .....
Hugh .....

II. *Rocking Chairs by Kreymborg* (A rhythmical concertino for katydids).

CAST:

Mrs. Boyle .....
Mrs. Alms .....
Mrs. Berry .....
Katydid voices .....

III. *Jezebel* by Stockbridge (Religious drama)

CAST:

Jezebel .....
Melkah (a slave girl) .....
Jehu .....
Messenger .....
Slaves .....

IV. *The Wonder Hat* by Hecht and Goodman (Farce)

CAST:

Harlequin .....
Pierrot .....
Punchinello .....
Columbine .....
Margot .....

Note: If desired, but three of these plays suggested may be presented. Most of them are short enough, however, so that the program would not be too long if all four were produced.

TERMS FOR THE COURSE

The registration fee for the course, A Study Course in One-Act Plays, is $5.00, for which ten copies of the program will be supplied and the plays upon which the course is based will be loaned upon request.

Additional copies of the program may be purchased for fifty cents each; additional copies of any of the books listed on pages 62-63, may be purchased at prices slightly less than those quoted in this bulletin.

All clubs, either federated or otherwise, who have not paid their regular registration fee for this course, are considered Non-Registered Clubs. Members of such clubs are charged twenty-five cents, in addition to postage both ways, on each package of material sent to them.

The Extension Division is always glad to render assistance to all clubs and asks that the members coöperate to make the service efficient.

The Loan of Books

Material for this course will be loaned by the Extension Division upon the following terms: The club must first register and pay the required fee, or individual members must pay twenty-five cents for each request. The secretary should order material at least two weeks before it is to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned within two weeks from the date received. Upon request, the time on books will be extended one week, provided the club registration number and the date stamped in book are given. The club is subject to a fine of five cents a day on each package kept over two weeks.

Transportation charges both ways are borne by the club. This charge includes posting and packing.

See page 5 for notice of royalty rights in production of plays.

Address all correspondence concerning this program to

WOMEN'S CLUBS SECTION,
Bureau of Public Discussion,
University Extension Division,
Chapel Hill, N. C.

BIBLIOGRAPHY

Volumes used in this course with plays to be found in each.

Baker: Harvard Plays, First Series, Brentano, New York.

1. Brock: The Bank Account.
2. Hawridge: The Florist Shop.

Cook and Shay: The Provincetown Plays, Stewart Kidd Co., Cincinnati, or Appleton Pub. Co., New York.

1. Cook and Glaspell: Suppressed Desires.
2. Oppenheim: Night.
3. Rossetter: The Widow's Veil.

Kennedy: The Terrible Meek, Harper, New York.

Koch: Carolina Folk Plays, First Series, Henry Holt, New York.

1. Green: The Last of the Lowries.

Koch: Carolina Folk Plays, Second Series, Henry Holt, New York.

1. Cobb: Gaius and Gaius, Jr.
2. Gray: The Beaded Buckle.
3. Green: Trista.

MacMillan: Short Plays, Stewart Kidd, Cincinnati.

1. A Fan and Two Candlesticks.
2. The Futurists.
3. The Shadowed Star.

Mayorga: Representative One-Act Plays by American Authors, Little Brown and Co., Boston.

1. Aldis: Mrs. Pat and the Law.
2. Cook and Glaspell: Suppressed Desires.
3. Crocker: The Last Straw.
4. Flexner: Voices.
5. Halman: Will O' the Wisp.
6. Hecht and Goodman: The Wonder Hat.
7. Kreymborg: Lima Beans.
8. MacKaye: Sam Average.
9. O'Neill: In the Zone.
10. Stevens and Goodman: Ryland.
11. Walker: Six Who Pass While the Lentils Boil.
12. Welman: Funiculi Funicula.
13. Wolff: Where But in America.

O'Neill: The Emperor Jones, Stewart Kidd, Cincinnati.

Shay and Loving: Fifty Contemporary One-Act Plays, Stewart Kidd, Cincinnati.

1. Glaspell: Trifles.
2. Hudson: The Shepherd in the Distance.
3. Stevens: A Nursery Maid of Heaven.

Shay: Contemporary One-Act Plays 1921, Stewart Kidd, Cincinnati.

1. Cook and Glaspell: Tickless Time.
2. Walker: Sir David Wears a Crown.
3. Stockbridge: Jezebel.

Shay: A Treasury of Plays for Women, Little, Brown and Co., Boston.

1. Kreymborg: Rocking Chairs.
2. Kreymborg: Manikin and Minikin.
3. O'Neill: Before Breakfast.
4. Smith: Blackberryin'.

Tarkington: The Trysting Place, Stewart Kidd, Cincinnati.

Walker: Portmanteau Adaptations, Stewart Kidd, Cincinnati.

1. The Birthday of the Infanta.

Washington Square Plays, Doubleday Page Co., Garden City, N. Y.

1. Beach: The Clod.
2. Gerstenberg: Overtones.

Wisconsin Plays, B. W. Huebsch Pub. Co., New York.

1. Gale: Neighbors.
2. Leonard: Glory of the Morning.

VOL. IV, NO. 6 NOVEMBER 16, 1924

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

UNIVERSITY LECTURERS

INSTITUTES AND SHORT COURSES

BUREAU OF LECTURES AND SHORT COURSES

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.
Entered as Second-Class Matter September 1, 1921

EXTENSION BULLETINS

Vol. I, No. 1. *University Extension Service.* Free.

Vol. I, No. 6. *The Rural Playground.* Harold D. Meyer. Price 25c.

Vol. I, No. 7. *Attainable Standards in Municipal Programs.* Edited by Howard W. Odum. Price 60c.

Vol. I, No. 11. *The Church and Landless Men.* L. G. Wilson and Others. Free.

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Vol. II, No. 5. *The Enforcement of Railroad Labor Board Decisions.* Debate Handbook. Compiled by E. R. Rankin. Price 50c.

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Vol. II, No. 10. *The Commencement Program.* Harold D. Meyer. Price 50c.

Vol. II. No. 11. *Relativity—A Romance of Science.* Archibald Henderson. Price $1.00.

Vol. II, No. 12. *Recent Tendencies in the Theatre.* A Program for Women's Clubs. Dougald MacMillan. Price 50c.

Vol. II, No. 13. *Agricultural Graphics.* North Carolina and the United States, 1866-1922. H. R. Smedes. Price $1.00.

Vol. III, No. 2. *Minimum Essentials and English Teaching in North Carolina High Schools.* Free.

Vol. III, No. 3. *Studies in the History of North Carolina.* A Program for Women's Clubs. R. D. W. Connor. Price 50c.

Vol. III, No. 4. *Planning and Furnishing a Home.* A Program for Women's Clubs. Mary T. Hobbs. Price 50c.

Vol. III, No. 5. *Studies in Citizenship for Women.* Revised edition. A Program for Women's Clubs. D. D. Carroll. Price 50c.

Vol. III, No. 9. *Correlating Play and Class Room Work.* Harold D. Meyer. Price 35c.

Vol. III, No. 10. *Studies in the Modern English Novel.* A Program for Women's Clubs. George McKie. Price 50c.

Vol. III, No. 11. *The Rural School Lunch.* Louise H. Snell. Price 10c.

Vol. III, No. 12. *What Next in North Carolina?* North Carolina Club Year Book. Edited by E. C. Branson. Price 75c.

Vol. III, No. 13. *Present Day Literature.* A Program for Women's Clubs. Cornelia S. Love. Price 50c.

Vol. IV. No. 1. *Correspondence Courses.* 1924-1925. Free.

Vol. IV, No. 2. *Extension Class Catalogue.* 1924-1925. Free.

Vol. IV, No. 3. *The High School Society.* Harold D. Meyer and Clara B. Cole. Price 50c.

Vol. IV, No. 4. *The High School Athletic Association of North Carolina.* Free.

Vol. IV, No. 5. *A Study Course in American One-Act Plays.* A Program for Women's Clubs. Ethel T. Rockwell. Price 50c.

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ADDRESS: UNIVERSITY EXTENSION DIVISION,
CHAPEL HILL, N. C.

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

Published by the University of North Carolina twice a month, September, October, November, December, and once a month, January, February, March, April, May, June.

Succeeding and combining UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS, Volumes I-IV, and THE UNIVERSITY OF NORTH CAROLINA RECORD, EXTENSION SERIES 1-41.

BUREAU OF LECTURES AND SHORT COURSES

LECTURES

For several years a lecture bureau has been conducted for the purpose of aiding schools and other organizations in obtaining speakers to discuss with them the problems incident to their daily activities, and to interest them in those things which look to the upbuilding of the State and the cultivation of the finer things of the spirit. It has offered and continues to offer lectures on national and international politics and on the problems of citizenship and social welfare.

Lecture courses, in whole or in part, or individual lectures are furnished wherever there is a demand for them, whatever the size of the community. Lectures ranging from those strictly informational in character to those of general educational and inspirational value are offered to meet the needs of audiences of varying types. Many of these lectures are illustrated with stereopticon slides. Practically the whole University faculty is available for lecture service.

Teachers' meetings, chambers of commerce, parent-teacher associations, boards of trade, factories, women's clubs, Y. M. C. A. centers, farmers' conventions and meetings, debate clubs, school boards, community organizations, study clubs, American Legion, Rotary, Kiwanis, Civitan, Lion, and Goodfellow clubs, and other organizations may secure lectures by applying for them. Also this lecture service and the University's resources of instruction are available to other educational institutions. Addresses for special occasions such as school and college commencements will be supplied upon application. Programs of lectures other than those suggested in this bulletin may be arranged to meet local needs by conference or correspondence.

CONDITIONS AND TERMS

Lecturers are members of the faculty and their response to invitations from communities is prompted by the spirit of service. No fee is paid to them, either by the University or by the community. Since the regular teaching program of the University must be met, faculty members are not able to leave Chapel Hill

at all times. Consideration of this fact should prompt early requests and a designation of several speakers who would be acceptable.

The traveling and subsistence expenses of the lecturer are defrayed by the organization requesting the lecture. The item of travel includes railroad or bus fare from the University to the community and return. In case an automobile is used a flat charge of six cents a mile will be made. Often a saving of money to the community as well as of time to the lecturer can be effected by the use of a car. Upon his return to the University the lecturer submits an account of his expenses to the Extension Division, which forwards this to the organization in the form of a statement.

It is understood that all lectures are free to the public unless the Extension Division gives the local organization permission to charge an admission fee.

COMMENCEMENT ADDRESSES

Application for commencement speakers should be made at least a month in advance and when possible first, second, and third choice should be indicated. The same terms apply as for other lecture service.

HOW TO APPLY FOR LECTURE OR ADDRESS

All applications for lectures and addresses should be mailed to Bureau of Lectures and Short Courses, University Extension Division, Chapel Hill, N. C. An application blank is printed on the inside back cover page of this bulletin. It is urged that each line of the blank be filled in, as this information will be of material assistance to the speaker desired and will also aid the Bureau in furnishing a speaker. This blank should be filled out by the chairman of the organization or by the person sponsoring the request and mailed to this Bureau.

FUNCTION OF UNIVERSITY LECTURER

"It is the function of the university extension lecturer to present in the most attractive way practicable the best thoughts of the best minds and hearts of our time and to interpret to the average man and woman the movement and the forces that are operating all about us."—*Butler.*

SHORT COURSES AND INSTITUTES

SPECIAL GROUPS SERVED

The University has from time to time held at Chapel Hill short courses or institutes for select groups. A short course or institute is an intensive training program or course ranging in duration from one day to two weeks. The program consists of a specialized series of lectures, discussions, and demonstrations directed by leading speakers and teachers secured from the faculty of the University and from the state and country at large. In years past the following institutes have been held at the University: Good roads, county life, drama, state and county council. Short courses were offered to high school athletic coaches, playground supervisors, and welfare workers.

In addition to those mentioned above, other organizations or groups for which the University Extension Division will be glad to consider organizing a short course, institute, special meeting or convention, are: Doctors, editors, bankers, merchants, manufacturers, secretaries of chambers of commerce, officers of parent-teacher associations, women's clubs, school superintendents, school principals, and others having a common interest.

PROGRAM

The Extension Division and the University department or school in whose field the work of the institute naturally falls will arrange the program and secure the speakers and leaders, after consultation with the officers of the group for which it is to be organized. The Extension Division will also take charge of the sending out of notices and information encouraging individuals to attend the institute.

RESERVATIONS AND EXPENSES

Persons coming to Chapel Hill to attend a short course or institute will of course be expected to pay for their room and meals. The Extension Division will make reservation for the first seventy-five applications received. The new Carolina Inn at Chapel Hill is nearing completion and affords an ideal meeting

place for short courses and institutes. At present and until additional accommodations can be arranged for, the size of any group coming to Chapel Hill for an institute or short course must be limited to approximately one hundred persons. However, a larger number could be accommodated by using hotel facilities at Durham and private homes in Chapel Hill.

In order to cover part of the cost of arranging the program and securing speakers, and to take care of other items of expense, a registration fee of one dollar will be paid by each individual attending a short course or institute. Should it be necessary to secure a number of speakers from outside the faculty the registration fee will be raised accordingly.

All correspondence should be addressed to the Bureau of Lectures and Short Courses, University Extension Division, Chapel Hill, N. C.

INDIVIDUAL LECTURES

J. G. Beard, Ph.G., Professor of Pharmacy.

1. Patent Medicines: Their Uses and Abuses.
2. The Romance of Opium.
3. Wild Flowers in Medicine. (Illustrated)
4. Locating, Equipping, and Conducting a Drug Store.
5. Modern Tendencies in Drug Merchandising.
6. Overhead and Turnover.
7. The Drug Plants of North Carolina. (Illustrated)

(Lectures 3, 4, 5 and 6 are prepared solely for pharmaceutical organizations.)

William Stanley Bernard, A.M., Professor of Greek.

1. Masterpieces of the Great Painters. (Illustrated)
2. Masterpieces of the Great Sculptors. (Illustrated)
3. Architecture: Historical Styles. (Illustrated)
4. The Greek Drama.
   (a) Its Origin, Development, Technique, Meaning.
   (b) Euripides; The Modern.
5. What is Art? (Illustrated)
6. Robert E. Lee's Contribution to the Ethics of War.

(1-4 singly or in series.)

John Manning Booker, Ph.D., Professor of English.

1. English Imperial Ideals. (A sympathetic presentation of English ideals of government as they are working out in the British Empire. In three lectures: (a) The White Colonies; (b) The Black Dependencies; (c) Ireland.)
2. English Imperial Ideals. (The above in one lecture)
3. Lord Dunsany's Plays.
4. William Butler Yeats.
5. Leonard Merrick.
6. Galsworthy.
7. The Fiction-making Mind. (Illustrated from Boccacio and Maupassant)
8. The Irish Plays.
9. The Dramatic Monologue. (Illustrated from Tennyson and Browning)
10. Hamlet.
11. Man and Woman in Recent English Drama. (Two lectures: (a) Outside the Marital Union; (b) Marriage.)

FRANCIS F. BRADSHAW, A.B., Dean of Students.

1. North Carolina Forty Years From Now: A Study in Character.
2. Student Self-Government in High School and College.
3. Education for Character as Well as Intellect. (Commencement address)
4. Education, Coöperation, and Taxation.
5. The Best Preparation for College That a High School Can Give.

EUGENE CUNNINGHAM BRANSON, Litt.D., Kenan Professor of Rural Economics and Sociology.

1. Robert E. Lee—Gentleman.
2. Come, Let us Live with Our Children.
3. Town and Country Dependencies.
4. Civic Housekeeping.
5. Our Landless, Homeless Multitudes.
6. Twin-born Social Menaces.
7. The Small-Town Outlook.
8. The Cityward Drift.
9. Public Waterways in North Carolina.

EDMUND BROWN, JR., Ph.D., Associate Professor of Marketing.

1. The Price of Cotton.
2. The Price of Tobacco.
3. The Price of Eggs.
4. On the Way to the Consumer. (Discussion of trade channels and middlemen)
5. Approach to Marketing Problems.

COLLIER COBB, Sc.D., Professor of Geology and Mineralogy.

1. Alaska: Our Empire of the Northwest. (Illustrated)
2. Problems of the Far East. (A series of four lectures, illustrated)
   (a) Japan.
   (b) Korea, Within and Without.
   (c) Siberia.
   (d) China.
3. Tropical Latin-America. (A series of four lectures, illustrated)
   (a) The West Indies.
   (b) The Caribbean Lands.
   (c) The Canal Zone.
   (d) Central America.
   (This series may be condensed into two lectures.)

Harry Fulcher Comer, B.S., General Secretary, Y. M. C. A.

1. Education as an Investment.
2. Something More in the Master Man.
3. Getting an Education Without Money.
4. Citizenship and Character. (Commencement address)
5. Something More in the Master Mind. (Commencement address)
6. Religious Education and Public Schools.
7. Can We Abolish War?
8. Drug Store Lizards.
9. Inter-racial Peace.

Robert Diggs Wimberly Connor, Ph.B., Kenan Professor of History and Government.

1. Scotch Highlanders in North Carolina.
2. Scotch-Irish in North Carolina.
3. The German Element in our Population.
4. Archibald D. Murphey: Prophet of Progress.
5. John Motley Morehead: Architect and Builder of Public Works.

Harry Wolven Crane, Ph.D., Professor of Psychology.

1. Some Advertisements I Have Met. (Illustrated)
2. Our Psychoneural Selves—Why They Are; What They Are.
3. Psychoses and Anti-Social Behavior.

J. F. Dashiell, Ph.D., Professor of Psychology.

1. Psychology and the Business Man.
2. Fact and Fancy in the Realm of Spooks.
3. What We Know of the Minds of Brutes.
4. How Children Learn.
5. Nature and Nurture in the Making of Men.

William M. Dey, Ph.D., Professor of Romance Languages.

1. French Civilization.
2. The French Educational System.
3. The Plays of Rostand: Cyrano de Bergerac, Chantecler, etc.

Theodore Frank Fitch, B.A., Instructor in Music.

1. Musical Backgrounds of History.
2. Music and the Poets.
3. Vocal and Piano Recitals. (Mr. Fitch will be available for a limited number of recitals.)

WESLEY CRITZ GEORGE, Ph.D., Professor of Histology and Embryology.

1. An Episode in Evolution.

THORNTON SHIRLEY GRAVES, Ph.D., Professor of English.

1. The Conventions of Modern Drama.
2. The Shaksperian Playhouse. (A series of two lectures, illustrated)
   (a) Stage Structure and Accessories.
   (b) Principles of Staging.

JOSEPH GREGOIRE DE ROULHAC HAMILTON, Ph.D., Kenan Professor of History and Government.

1. Some New Meanings of Citizenship.
2. Presidential Leadership: Jefferson, Jackson, Lincoln, Roosevelt, and Wilson.

FREDERICK HARD, M.A., Instructor in Music.

1. Serious Aspects of Jazz.
2. Violin Recitals. (Mr. Hard will be available for a limited number of recitals.)

ARCHIBALD HENDERSON, Ph.D., Professor of Pure Mathematics.

1. The South's Awakening.
2. The Teaching of Geometry.
3. The Foundations of Geometry.

C. A. HIBBARD, A.M., Associate Professor of English.

1. Concerning the Cartoon. (Illustrated)
2. Possibilities for Journalistic English in Secondary Schools.
3. Japanese-American Relations.
4. Sidney Lanier: Poet of the South.
5. The "New Poetry Movement" in America.
6. Practical Idealism. (Commencement address)

SAMUEL HUNTINGTON HOBBS, JR., A.M., Associate Professor of Rural Economics and Sociology.

1. The Economic Structure of our Rural Life.
2. The Social Structure of our Rural Life.
3. Rural Life in North Carolina.
4. The Drift of Population in North Carolina.
5. Improving the Rural School.
6. How Farmers Can Coöperate.

Almonte C. Howell, Ph.D., Assistant Professor of English.

1. Putting Character in Business Correspondence.
2. The Spoken Word in Business.
3. Some Tendencies in Modern Poetry.
4. Rupert Brooke and Young England.

A. M. Jordan, Ph.D., Professor of Educational Psychology.

1. Democracy and Education.
2. Children's Interests in Reading.
3. Silent Reading.
4. Mental Tests: Their Significance and Their Limitations.

Thos. L. Kibler, Ph.D., Professor of Economics and Transportation.

1. The Railroad Rate Situation in North Carolina.
2. The Present Status of Federal Regulation of Railways.
3. The Evolution of Economic Thought. (A series of four lectures)
   (a) Early Economic Thought.
   (b) The Mercantilists; the Physiocrats.
   (c) The Classical School.
   (d) Modern Economic Thought.
4. Research: Purpose and Technique.
5. Scholarship and Material Progress.

Edgar W. Knight, Ph.D., Professor of Education.

1. The Rural Schools in the South.
2. Some Inherited Ills in Education.
3. Old-Time School Practices in the South.
4. Some Educational Lessons in the World War.
5. The Consolidation of Rural Schools. (Illustrated)

Frederick H. Koch, A.M., Professor of Dramatic Literature.

1. Shakespeare Today. (A series of six lectures illustrated by readings of scenes from the plays. Any one of these lectures may be given separately.)
   (a) The Pageant of Shakespeare in "A Midsummer Night's Dream."
   (b) The Heart of Youth in "Romeo and Juliet."
   (c) The Comic Spirit in "The Taming of the Shrew."
   (d) The Tragic World in "Hamlet."
   (e) Illustrations of Shakespeare. (Illustrated) Reproduction of the famous Boydell paintings.
   (f) Making a New Shakespeare. (Illustrated)
2. The Drama and Democracy. (A series of five lectures. See Lecture Courses, Series III, Group B, any one of which may be given separately.)

J. W. LASLEY, Ph.D., Professor of Pure Mathematics.

1. A Mathematics Teacher's Library.
2. Some Famous Problems of Antiquity.
3. Graphical Methods and Computations.
4. Some Every Day Problems.

HENRY DEXTER LEARNED, Ph.D., Associate Professor of Romance Languages.

1. The Literary Heritage of Medieval France.
2. Language as a Record of the March of Civilization.
3. Our Spelling and What is to Become of it.
4. Reasonable Aims and Possible Attainments in Modern Language Courses.
5. Methods of Modern Language Teaching.

S. E. LEAVITT, Ph.D., Professor of Spanish.

1. The Theatre in Argentina.
2. Impressions of South America.
3. Travels in Peru, Bolivia, and Chile. (Illustrated)
4. Can we do Business with South America? (For business organizations)
5. Impressions of Spain. (Illustrated)

WILLIAM DEBERNIERE MACNIDER, M.D., Kenan Professor of Pharmacology.

1. The Cause and the Prevention of the Kidney Injury in Poisoning by Bichloride of Mercury. (Illustrated)
2. A Study of the Prevention of the Toxic Effects of the General Anesthetic in Acute and Chronic Kidney Disease. (Illustrated)
3. The Use of Various Functional Tests in Kidney Disease.
4. The Etiology of Bright's Disease and Certain Related Toxaemas.
5. The Action of Aconite on the Circulation.
6. The Cause of the Toxic Action of Anesthetics for the Kidney; The Prevention of the Toxic Effect.

WALTER J. MATHERLY, A.M., Professor of Business Organization.

1. Private Roads to Public Service.
2. The Scientific Study of Business.
3. The Latch-String of American Democracy.
4. The Ethics of Business Enterprise.
5. Human Parasites.

George McFarland McKie, A.M., Professor of Public Speaking.

1. American Debaters.
2. American Orators.

Harold D. Meyer, A.M., Associate Professor of Sociology.

1. The Playground Movement.
2. Recreation—Its Value to the Individual and the Community.
3. Recreation and the Juvenile Delinquent.
4. The Juvenile Delinquent—What is to be done?
5. Social Problems Before the People Today.
6. Commencement addresses.
7. Boy Life Lectures.

(See also Lecture Course in Public Welfare on page 19.)

Claudius T. Murchison, Ph.D., Professor of Business Economics.

1. The Economic Functions of Government.
2. The Role of Business in Social Progress.

M. C. S. Noble, Professor of Pedagogy.

1. Community Spirit in a School.
2. The School Committee and the School.
3. The Educational Scrap Pile in School and College.
4. The Teaching of County Geography.
5. The Influence of Geography on North Carolina History.
6. Experts in Teaching.
7. Commencement addresses. (Addresses at teachers' meetings, educational rallies, community meetings, and school commencements.)

Howard W. Odum, Ph.D., Kenan Professor of Sociology.

1. A More Articulate South. (Particularly for college or university life or civic club)
2. G. Stanley Hall: Pioneer in Social Exploration. (Teacher groups)

(See Lecture Course on Public Welfare on page 19. Any of these lectures may be given individually.)

A. H. Patterson, A.M., Professor of Physics.

1. The Story of the Stars. (Illustrated)
2. Modern Science and its Triumphs. (With experiments)
3. The A B C of Relativity.

William Frederick Prouty, Ph.D., Professor of Stratigraphic Geology.

1. Brief History of our Earth and its Inhabitants:
   (a) Probable Origin of the Earth and our Solar System. (Illustrated)
   (b) Dawn and Evolution of the Animals. (Illustrated)
   (c) Geological History of Man. (Illustrated)
2. The Why of Weather and Climate. (A discussion of why and when and where it rains and an exposition of the world climatic conditions. Illustrated.)

Thorndike Saville, B.A., C.E., Professor of Hydraulic and Sanitary Engineering.

1. Use and Conservation of the Water Resources of North Carolina. (Two lectures)
   (a) In Relation to Power Production.
   (b) In Relation to Water Supply, Waste Disposal, Fish Production, and Transportation.

Albert A. Shapiro, Ph.D., Associate Professor of Spanish.

1. Value of a Liberal (Cultural) Education.
2. South America— Its People and Resources.
3. Spain's Contributions to the World—History, Literature, Art.
4. France's Intellectual Service to History.
5. Value of Latin in Modern Language Work.
6. How and Where to Travel.
7. Reading—Newspapers, Periodicals, Texts, Books; How and What to Read.
8. Language Development or Change.
9. High School and College: Their Interrelation; Their Respective Values.

Chester De Forest Snell, B.H., B.S., Director, University Extension Division.

1. University Extension Service.
2. North Carolina and the Spirit of Progress.
3. Correspondence Courses and Extension Classes.
4. Rural School Consolidation. (Illustrated)
5. Social Hygiene.
6. Community Progress. (For community meetings)
7. The Ideal Teacher. (For teachers' meetings)
8. Education and Progress. (High school commencement address)
9. America. (Commencement address)

Jesse F. Steiner, Ph.D., Professor of Social Technology.

1. Japan: Social Customs and Conditions in the Land of the Mikado. (Illustrated)
2. The Issues of the American-Japanese Problem Illustrated from Intimate Knowledge of the Japanese.

(See also Lecture Course in Public Welfare on page 19.)

Otto Stuhlman, Jr., Ph.D., Professor of Physics.

Atoms and Molecules: What are they?

Walter Dallam Toy, M.A., Professor of Germanic Languages and Literatures.

1. The German Universities.
2. Martin Luther.
3. Bismarck. (Illustrated)
4. Goethe's Faust.
5. Goethe's Iphigenie auf Tauris. (Suitable as an address before book-clubs)
6. Schiller's Dramas.
7. The Nibelungenlied (the German National Epic).
8. The Personal Element in Goethe's Works. (An investigation of the personal experiences which determined Goethe's initial interest in the themes of his most important literary productions.)

Marion Rex Trabue, Ph.D., Professor of Educational Administration.

1. Educational Yardsticks.
2. Are the Schools Building Good Citizens?
3. North Carolina's Future.

Frank Carl Vilbrandt, Ph.D., Associate Professor of Industrial Chemistry.

1. Chemistry and Its Service to the State.
2. The Role of Chemistry in the Development of Civilization.
3. Everyday Chemistry.
4. The Chemistry of Foods.
5. The Development of Chemical Industries in North Carolina.

Morgan Fisher Vining, B.A., Chief of Bureau of Lectures and Short Courses, University Extension Division.

1. Vocational Guidance and Counseling. (Two lectures)
   (a) The Boy—How Can I be his Counselor?
   (b) The Student's Future—Can I Guide his Choice?
   (Especially for teachers' gatherings, parents meetings, and club groups.)
2. The Community Centre—How to Foster Neighborhood Spirit.
3. How Large is Your Reading World? (A discussion of casual and systematic reading methods)
4. Commencement addresses:
   (a) Sailing for an Unknown Port.
   (b) The Other Side of the Door.

N. W. Walker, Ed.M., Professor of Secondary Education.

1. The School and the Community.
2. Democracy and Education.
3. Objectives of Secondary Education.
4. The Pupil, the Teacher, and the Curriculum.
5. Social Objectives of Education.

Paul John Weaver, B.A., Professor of Music.

1. Music Education in the Public Schools. (For women's clubs, parent-teacher associations, and similar organizations)
2. Demonstration Teaching in the Public Schools.
3. Survey of Music in Given Public School Systems.
4. Testing and Measurement of Musical Talent. (A psychological measurement of native ability in music; if actual tests are desired, two lecture periods are needed.)
5. How to Listen to Music.
6. Milestones in Music History. (Illustrated)
7. Modern Tendencies in Music. (Illustrated)
8. Organ Recitals and Piano Lecture Recitals. (Professor Weaver will be available for a limited number of recitals.)

Robert Hasley Wettach, A.M., S.J.D., Associate Professor of Law.

1. Law and Morals.
2. Modern Tendencies in Legal Development.
3. Trial by Jury.

Louis Round Wilson, Ph.D., Kenan Professor of Library Administration.

1. The Public Library as a Community Builder. (Illustrated)
2. Libraries of the State and Nation. (Illustrated)
3. Investment and Dividend Years. (Commencement address)

George Baskerville Zehmer, M.A., Associate Director, University Extension Division.

1. University Extension Work as Related to Community Activities.
2. Commencement addresses:
   (a) What Does it all Mean?
   (b) On the Highway of Today.

LECTURE COURSES

I. Citizenship: Full Course.

The lectures in this series are offered as an answer to the demand for discussion and information about governmental and political problems—the study of which has gathered greater impetus and new purpose since the war. This particular program may be of especial interest to women's clubs and has been drafted for use by those following the outlines of Studies in Citizenship for Women. The lectures may be secured singly or in any combination determined on by the club.

1. Suffrage: Its Opportunities and Obligations. (Professor Carroll)
2. Some New Meanings of Citizenship. (Professor Hamilton)
3. Our National Government. (Professor Connor)
4. The Government of North Carolina. (Professor Hamilton)
5. International Government and the League of Nations. (Professor Pierson)
6. Culture and Citizenship. (Professor Bernard)

II. Americanization: Full Course.

This series of lectures is offered for the particular benefit of communities who are interested in the problems of Americanization. As in Course I, these lectures can be given singly or in any combination desired.

1. Immigration Problems in Legislation and Politics. (Professor Steiner)
2. Program of Inter-racial Work in North Carolina. (Professor Odum)
3. The Problem of Education for Immigrants and Negroes. (Professor Knight)
4. Japanese-American Relations. (Professor Hibbard)
5. Immigration and Radicalism. (Professor Carroll)

III. Community Development.

The following groups of lectures deal with some of the problems and reforms in our community life and attempt an inspirational interpretation of the possibilities in community games, drama, and music. Each group is a unit, but individual lectures may be secured.

Group A. Public Welfare.

The following lectures, intended to be descriptive of present-day currents and efforts toward public welfare and community work, will be offered by Professor Howard W. Odum, Professor Jesse F. Steiner and Associate Professor Harold D. Meyer. Lectures may be offered in popular form or in round-table discussions of practical problems and technique, as preferred.

1. Democracy and Public Welfare: Democracy as a measuring scale of social progress.
2. Social Pathology and Social Progress: Progress in the enactment of age-long ideals.
3. Civic Coöperation in Community Building: Progress in active citizenship through knowledge and service.
4. Social Ideals and Objectives of Education: Progressive tendencies in American schools, colleges, and universities.
5. Social Unrest and Industrial Relationships: Progress in the elimination of un-American tendencies, both radical and reactionary.
6. Christianity and Social Problems: Progress in the adaptation of the Christian principles of living.
7. Women and the Professions: Progress in adaptations of home, citizenship and industry.
8. Family Welfare and Training for Social Work: Progress in programs for normal living.
9. North Carolina State Programs of Public Welfare: Progress in legislation and governmental social service.
10. The Disadvantaged Family: What should the community do about its progress?
11. The Neglected Child: How we can help him become a useful citizen.
12. Recreation and Life: Progress in the adaptation of work and play.

GROUP B. The Drama and the Community.

This series of lectures by Professor F. H. Koch is designed to suggest the possibilities in the writing and production of original community drama in the State as planned by the Bureau of Community Drama of the University Extension Division.

It is desired to encourage communities to translate their local traditions and history into dramatic forms that will express the life of the people themselves.

1. The Theatre and the People.
2. The Early English Folk Drama.
3. Shakespeare and the People.
4. The Community Drama. (Illustrated)
5. Folk Playmaking in North Carolina. (Illustrated)

GROUP C. Community Music.

A series of lectures by Professor Paul J. Weaver, which might well be called one of leeture and demonstration work. The first lecture is primarily for communities where there has been no organization of community music work. The second is purely demonstration work; the leading of community sings wherever the local organization will make arangements for such a program. The third is a "follow-up" of this work, intended for the community which wants to go on with an organized movement and which needs for that purpose a discussion of methods and materials. Number 2 can precede number 1, if it is so desired; in some cases number 1 will not need to be given at all.

1. Community Music and its Possibilities.
2. Community Sing Demonstrations.
3. Community Music Methods and Material.

GROUP D. Town and City Improvements.

The tendency manifest in North Carolina toward the growth of its numerous industrial and agricultural centers into small cities has become increasingly apparent within recent years. To this urbanization is added the allied factor of community growth; that is, the formation of small civic centers in the rural and agricultural areas of the State. This situation is challenging the at-

tention of thoughtful citizens to solve the new problems of municipal and community growth along proper lines. To assist in this solution the following series of lectures is offered by Professor Thorndike Saville.

1. City and Town Planning. (Location of public buildings, types of paving, lighting, parks and playgrounds)
2. The Problems of Housing. (Including housing legislation in America and England)
3. Methods of Obtaining and Distributing a Satisfactory Supply of Water.
4. Sewage and Waste Disposal.
5. General Problems of Municipal Sanitation.

Group E. The Library and the Community.

The public library is coming to be recognized as a vital unit in the life of the community. To stimulate interest in libraries the University Librarian, Dr. Louis Round Wilson, offers a series of two lectures.

1. The Public Library as a Community Builder. (Illustrated)
2. Libraries of the State and Nation. (Illustrated)

IV. Business and Industry.

In the expansion and increasing complexity of industry, confusion and conflict are apt to arise. Short-sighted and fantastic panaceas may be accepted as "cure-alls," and conflict may develop because of lack of a clear understanding of the mutual interdependence involved in business relations. Information through lectures may help to obviate some of these difficulties.

The School of Commerce will undertake to provide lectures by its staff to business groups on the nature and organization of modern industry. The following subjects are merely suggestive; others may be provided upon request.

1. Self Expression through Product. (Professor Carroll)
2. Industrial Morale. (Professor Matherly)
3. Price Policies. (Professor Murchison)
4. The Scientific Study of Business. (Professor Matherly)
5. Current Panaceas for Industrial Reform. (Professor Carroll)
6. Banking Policy and Price Fluctuations. (Professor Murchison)

V. FOR RELIGIOUS GROUPS.

The following lectures are suitable for Y. M. C. A., Y. W. C. A., and church groups.

1. Come, Let us Live with our Children. (Professor Branson)
2. Story of the Stars. (Illustrated) (Professor Patterson)
3. Something More in the Master Man. (Mr. Comer)
4. Japan: Within and Without. (Illustrated) (Professor Cobb)
5. Community Parasites. (Professor Matherly)
6. Why the Inter-Church Movement Failed. (Illustrated) (Mr. Snell)
7. The Modern Judas (Professor Carroll)
8. Masterpieces of Great Painters. (Illustrated) (Professor Bernard)
9. Drug Store Lizards.. (Mr. Comer)

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Chapel Hill, N. C.

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8. General character of audience (whether made up largely of city people, rural people, parents, children, business men, etc.) .....

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Speaker *Subject*

1. .....

2. .....

3. .....

(List three, if possible)

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The organization or person requesting the above lecture agrees to defray the traveling and subsistence expenses of the lecturer while away from the University. Traveling expenses usually include train or bus fare to the community and returning to Chapel Hill. Subsistence includes all meals, hotel and incidental expenses while the lecturer is absent from Chapel Hill on this trip. If the trip is made by automobile, a flat charge of six cents a mile is made for transportation. These expenses will be paid by this organization or person to the University Extension Division upon presentation of a bill. (No charge is made for the lecture itself.)

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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

PORT TERMINALS AND WATER TRANSPORTATION

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

The High School Debating Union

HISTORY AND PURPOSE

The High School Debating Union was organized among the secondary and high schools of North Carolina by the Dialectic and Philanthropic Literary Societies of the University during the school year 1912-13. It was organized to encourage debating in a definite, systematic fashion among North Carolina high school students. The query of that year was, RESOLVED, *That the Constitution of North Carolina should be so amended as to allow women to vote under the same qualifications as men.* Ninety schools took part in the State-wide debate on February 22, 1913. Sixteen schools won both debates and sent their teams to Chapel Hill for the final contests. The Pleasant Garden High School, of Guilford county, represented by Messrs. Grady Bowman and S. C. Hodgin, on the affirmative side, was the winner in the final contest on March 7, 1913, and accordingly was awarded the Aycock Memorial Cup.

THE CONTEST OF 1913-1914

During the school year of 1913-14 the High School Debating Union moved onward with splendid success. It received the additional support of the University Extension Division, in order to insure its permanence and enlarge its usefulness and scope. Everywhere, all over the State, it was recognized as a definite, big part of the University's effort to bring itself into a helpful relation with every community and every person in North Carolina. One hundred and fifty schools enrolled in the Union and took part in the triangular debates on March 20, 1914. Forty-one schools won both of their debates and sent their teams, numbering 164 debaters, to Chapel Hill to compete in the final contest. Before an audience of 2,000 in Memorial Hall, on April 3, 1914, the Winston-Salem High School, represented by Messrs. Charles Roddick and Clifton Eaton, on the negative side, won the final contest and was awarded the Aycock Memorial Cup. The query was, RESOLVED, *That the Constitution of North Carolina should be so amended as to allow the Initiative and Referendum in State-wide legislation.*

THE CONTEST OF 1914-1915

The contest of 1914-15 was the most successful which had yet been held. Two hundred and fifty schools in 90 counties became members of the Union. Representing them, 1,000 student-debaters spoke, March 26, before large audiences in cities, towns, and rural communities all over North Carolina, on the query, RESOLVED, *That the United States should adopt the policy of subsidizing its Merchant Marine engaged in foreign*

trade. Fifty schools won both debates and sent their teams to Chapel Hill to compete in the final contest. Before another splendid audience in Memorial Hall, on April 9, 1915, the Wilson High School, represented by Misses Lalla Rookh Fleming and Ethel Gardner, on the negative side, won and was awarded the Aycock Memorial Cup.

THE CONTEST OF 1915-1916

Three hundred and twenty-five schools, represented by 1,300 debaters, enrolled in the Union during the fall of 1915 for a great State-wide debate, March 31, 1916, on the query, RESOLVED, *That the United States should adopt the policy of greatly enlarging its Navy.* Sixty-eight schools won both debates and sent their teams to Chapel Hill to compete in the final contest. The Aycock Memorial Cup was won, on April 14, 1916, by Miss Myrtle Cooper and Boyd Harden, speakers on the affirmative for the Graham High School. Five hundred visitors came to Chapel Hill for the final contest of the High School Debating Union and the other features of High School Week.

THE CONTEST OF 1916-1917

The query which was discussed in the fifth annual contest of the High School Debating Union was, RESOLVED, *That the Federal Government should own and operate the railways.* The State-wide contest on March 31, 1917, was participated in by 1,324 student-debaters, representing 331 schools. Seventy-four schools won both debates and sent their representatives to Chapel Hill to compete in the final contest. Messrs. Vinson Smathers and Roy Francis, affirmative speakers of the Waynesville High School, were victorious from the total number of 296 debaters present, and were awarded the Aycock Memorial Cup, the final debate being held in Memorial Hall on April 20, 1917, before an audience which taxed to the utmost the hall's capacity. The number of visitors coming to the University for the exercises of High School Week was six hundred.

THE CONTEST OF 1917-1918

The sixth contest centered around the query, RESOLVED, *That Congress should enact a law providing for the compulsory arbitration of industrial disputes.* The finals were held at Chapel Hill on April 11 and 12, 1918, when 66 schools, with 246 debaters, participated. This was probably one of the most spirited and hotly contested debates ever held on the Hill. From first to last the good sportsmanship of every one was a matter of most favorable comment. Thomas Burton and Will Anderson, representing the Wilson High School, on the negative side, won the decision and carried the Aycock Memorial Cup back to Wilson for the second time, Wilson having won the 1915 contest. The enrollment of schools in the sixth annual contest was 300.

THE CONTEST OF 1918-1919

The query which was discussed in the seventh annual contest of the High School Debating Union was, RESOLVED, *That the United States Government should adopt a policy requiring one year of military training of all able-bodied men before they reach the age of 21.* One hundred and eighty schools in seventy-five counties took part in the State-wide discussion of this subject on April 4, 1919. Forty-one schools won both of their debates and sent their teams, numbering 164 debaters, to the University to participate in the final contest for the Aycock Memorial Cup. Miss Aura Holton and Leo Brady, representing the Durham High School, on the negative side, were successful in winning the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on May 2, 1919.

THE CONTEST OF 1919-1920

Two hundred high schools participated in the eighth annual contest of the High School Debating Union. The query was, RESOLVED, *That the United States should adopt a policy of further material restriction of immigration.* Forty-four high schools won both debates and sent their teams, numbering 176 debaters, to the University to participate in the final contest for the Aycock Memorial Cup. Arthur Kale and Clifton Ervin, of the Asheville High School, representing the affirmative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 23, 1920.

THE CONTEST OF 1920-1921

Two hundred high schools took part in the ninth annual contest of the High School Debating Union. The query was, RESOLVED, *That the policy of collective bargaining through trade unions should prevail in American industry.* Fifty schools won both debates and sent their teams, numbering two hundred debaters, to the University for the finals. Ludlow Rogers and Miss Eunice Hutchins, of the Durham High School, representing the negative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 15, 1921.

THE CONTEST OF 1921-1922

The query discussed by the two hundred and fifty high schools taking part in the tenth annual contest of the High School Debating Union was, RESOLVED, *That the United States should enter the League of Nations.* Sixty schools won both of their triangular debates and sent their teams, numbering 240 debaters, to the University to compete in the final contest for the Aycock Memorial Cup. Linwood Hollowell and Freeman Twaddell, of the Durham High School, representing the negative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 7, 1922. Since the Durham High

School was victorious in the final debates both in 1921 and 1922, this school came into permanent possession of the first Aycock Memorial Cup, the trophy given to the High School Debating Union in 1913 by the intercollegiate debaters of the University of North Carolina.

THE CONTEST OF 1922-1923

Two hundred and fifty high schools took part in the eleventh annual contest of the High School Debating Union. The query was, RESOLVED, *That Congress should provide for the enforcement of decisions of the Railroad Labor Board.* Sixty schools won both debates and sent their teams, numbering 240 speakers, to the University to compete in the final contest. Misses Ellen Mellick and Mary Dozier, of the Elizabeth City High School, representing the negative side of the query, won the award of the second Aycock Memorial Cup in the final debate held in Memorial Hall on April 13, 1923. The contest of this year was regarded as highly successful in all respects.

THE CONTEST OF 1923-1924

The query which was discussed by the 250 high schools taking part in the twelfth annual contest of the High School Debating Union was, RESOLVED, *That the inter-allied war debts should be cancelled.* Seventy-one high schools won both debates and sent their teams, numbering 284 speakers, to the University to compete in the final contest. Miss Catherine Ware and Fred Carr, of the Wilson High School, representing the affirmative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 11, 1924. The contest of last year was regarded as one of the most successful contests which have been held since the debating movement was inaugurated.

THE QUERY FOR 1924-1925

The query which will be discussed this year by the schools having membership in the High School Debating Union is, RESOLVED, *That North Carolina should ratify the port terminals and water transportation act.* Hardly any other question in recent times has held the attention of the people of the State to the extent that this question held their attention for several months during the past summer and fall. It is felt that the high school debaters of the State will derive considerable benefit through a careful study and a discussion of this subject relating to port terminals and water transportation. The committee hopes that this year's high school contest may be of profit to all who take part in the debates and to all who hear the debates.

REGULATIONS

1. The Dialectic and Philanthropic Literary Societies and the University Extension Division of the University of North Carolina will suggest a query, to be discussed on a given date by the schools entering the Union.

2. All secondary schools of North Carolina, however supported, offering regularly organized courses of study above the seventh grade, and not extending in their scope and content beyond a standard high school or secondary school course, shall be eligible for membership in the High School Debating Union.

3. Schools accepting this offer and thus becoming members of the Union shall be arranged into groups of three for a triangular debate, the status and standards of the schools, their proximity, accessibility, and convenience of location to be considered in forming the groups.

4. Each school of each triangular group shall agree to furnish two debating teams of two members each, the one to uphold the affirmative side of the query, and the other to defend the negative side.

5. The members of the debating teams must all be bona fide students of the schools they represent. To be bona fide students, they must be in regular attendance at the time of the debate, and they must have been in regular attendance for at least 30 per cent of the school year up to and including the date of the debate, and must have made passing grades on a majority of the studies in some regularly organized course of study.

6. No post-graduate of a school—that is, no student who has already finished a four-year high school course shall be eligible to represent his school in the contests. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already, or awarded diplomas, they are, of course, ineligible to compete.

7. The teams on the affirmative shall debate at home and the teams on the negative shall visit. There is no objection, however, to the debates of any triangle being held on neutral grounds, provided that the plan for holding the debates on neutral grounds has been agreed to beforehand by all the schools which are concerned in the given triangle.

8. The schools themselves shall select and agree upon the judges of the local contests.

9. Each speaker shall have twenty minutes at his disposal, not more than fifteen of which shall be used in the first speech.

10. In the debates of the High School Debating Union, the order of speakers in the first speeches shall be: affirmative, negative, affirmative, negative. The order of speakers on rejoinder shall also be: affirmative,

negative, affirmative, negative. It is understood, however, that there is no objection to a reversal of this order of speakers on rejoinder in any given local debate, provided that such a reversal of order shall have been definitely agreed to beforehand by responsible authorities of both schools which are concerned in the given local debate.

11. The schools which shall win both of their debates shall be entitled to send their teams to the University to compete in the final contest for the Aycock Memorial Cup. It is understood, however, that the committee may arrange for a second triangular contest between the winning schools throughout the State prior to the final contest at the University, should this plan appear to be necessary under the circumstances. In this case only those schools whose teams should win both debates in the second contest would be entitled to representation at Chapel Hill.

12. In the event that one school of a triangle drops out and the committee at Chapel Hill is unable to secure a school to take its place, then the two teams remaining shall debate one another, each sending a team on the negative to the other.

13. In the event that two schools of a triangle drop out of the Union and the committee is unable to secure schools to take their places, then the remaining school shall be declared the winner over the others, by their default.

14. The school having the strongest team on the affirmative side of the query and the school having the strongest team on the negative side shall be entitled to contest publicly in Memorial Hall at the University for the Aycock Memorial Cup. (The strongest team on each side of the query is to be determined by means of preliminary contests in debate at Chapel Hill.)

15. The school which shall win the debate, thus finally held, shall have its name inscribed on the Aycock Memorial Cup, together with the names of its two winning representatives.

16. Any school which shall win in the final contest for two years in succession shall have the cup for its own property.

17. All contestants are expected to prepare their own speeches with legitimate assistance of the teachers, principals, or superintendents in their school systems. Legitimate assistance is interpreted to mean oral advice, suggestions, discussions, and criticism.

SUGGESTIONS AS TO JUDGES

1. The judges should be disinterested parties to the success of either team, and, so far as possible, should be non-local.

2. They should sit apart during the debate.

3. They should judge the contest as a debate, and at its conclusion without consultation should vote "Affirmative" or "Negative" on the merits of the debate. They should not consider the merits of the question.

4. Each judge should sign and seal his vote and deliver it, through an usher, to the presiding officer who should publicly open the votes and announce the decision.

5. Before the debate begins a copy of these suggestions should be given to each judge for his guidance.

ORIGINALITY OF DEBATES

The High School Conference in session at Chapel Hill during the summer of 1916 recommended, "that the principals of the schools in the various triangles be urged to take some steps among themselves looking toward the originality of the debates." The committee realizes that "the debate which a speaker produces should be his very best; but it should under no circumstances be better than his best;" that the success of the Union will be seriously hindered unless in each instance the speech of a debater represents his own individual work. It wishes, therefore, to ask the principals to give this matter their very careful consideration and to note particularly Regulation No. 17. In cases where necessary, the principals in the various triangles should take such action among themselves as they deem necessary.

For further information, address

E. R. Rankin,

Secretary, High School Debating Union, Chapel Hill, N. C.

PORT TERMINALS AND WATER TRANSPORTATION

QUERY

Resolved, *That North Carolina should ratify the port terminals and water transportation act.*

Explanation and Limitation

It is understood that, for purposes of the debates of the High School Debating Union, the statement of the query, as given above, contemplates that North Carolina, either through legislative action, or through a referendum vote of the citizens of the State, should cause to be enacted, or should ratify, within the next few years, as, for example, within the next two or three years, a port terminals and water transportation act, containing as its necessary and essential features the several sections as they are given below. These pertinent sections as they are reproduced below are copied from the bill on which the people of the State voted on November 4, 1924. These sections follow:

Section 1.

That the Port Commission of the State of North Carolina be and the same is hereby created, and shall have and exercise the powers and duties herein in this act prescribed and set forth. That the said Port Commission shall be composed of seven experienced business men, citizens of the State of North Carolina, to be appointed, upon the ratification of this act by this General Assembly, by the Governor of the State and confirmed by the Senate, two of whom shall be appointed for two years, and so designated; three for four years, and so designated; and two for six years, and so designated; and their successors in each class to be appointed for a term of four years. Upon the resignation, death, disqualification, or removal for cause of any member of said Commission his successor shall be appointed by the Governor for the unexpired term of such member and by him reported to the Senate at the next succeeding regular session of the General Assembly. Each of the members and their successors so appointed shall take and subscribe before some official authorized to administer oaths, an oath of office, and file the same with the Secretary of State. The said board shall organize by electing one of its members chairman and another secretary, and shall elect a treasurer of said board, who shall not be a member thereof, fix his compensation, and prescribe his duties. The treasurer shall give bond, in such amount as the board shall fix, in some reliable surety company doing business in the State of North Carolina, and the premium required to be paid on said bond shall be paid by the said Port Commission. The said Port Commission shall meet in regular session at least once in each three months at a place and date to be fixed by said board, and shall meet in special

session at such other times and places as the chairman of said Commission or any two members thereof may request. The compensation of said board shall be ten dollars for each day in attendance upon any regular or special meeting of said Port Commission, and the actual expenses incurred traveling to and from said place or places of meeting and while in attendance upon said meetings.

SECTION 2.

The said Port Commission is hereby authorized, directed, and empowered to establish port facilities and port terminals at such places in the State of North Carolina upon the navigable rivers, sounds, and other navigable waters within the borders of the State of North Carolina as they may deem necessary and wise for the building up, fostering and encouraging the transportation of the products of the farms, the forests, mines and factories of the State, and the transportation by water of commodities purchased by the people of the State, both without and within the State, including inland, coastwise, and foreign commerce; and for this purpose and all purposes of this act the said Port Commission of the State of North Carolina is hereby authorized and empowered to acquire by purchase in fee, to receive by gift or devise, and to condemn whenever necessary, and to use any of the water fronts or river fronts and navigable sounds, bays and rivers of the State now belonging to the State or to the State Board of Education, such lands, water fronts as may be necessary at each terminal so established by the said Port Commission, and to build, erect and construct, of such material as the said Port Commission shall deem wise, all piers, docks, wharves, sheds, warehouses, grain elevators and coal bins or coal elevators, and to install such machinery as may be necessary to efficiently and expeditiously handle all freight of every kind and nature that may be delivered to said docks, piers and wharves for shipment by water or by rail or any other means of transportation: *Provided,* however, that the total expenditures for the purchase of all lands, rights of way, erection and construction of all piers, wharves, docks, sheds and other structures, and the purchase and installation of all such machinery as may be needed as authorized in this section, shall not exceed the sum of seven million dollars ($7,000,000.00). Before erecting or constructing the piers, wharves or docks or other buildings, or the installation of the necessary machinery and appliances, the said Port Commission is directed to employ an experienced, skillful and competent engineer, who shall examine the location at which the terminal is to be erected and report to said Commission what water fronts or lands are required at such terminal, what piers, wharves, docks, and other buildings are suitable and necessary, and an approximate cost of the same; and the Port Commission is further directed to employ such other aid as in their judgment is neces-

sary to further inform them of the cost and the probable tonnage available at such terminals, and to investigate, ascertain and determine all other facts and information relative to and bearing upon the advisability of locating a port terminal on any navigable river, inland waterway, sound or bay within the borders of the State; and at such terminals so established, erected and constructed by said Port Commission, the said Port Commission is authorized and directed to appoint a general manager of each terminal and to fix reasonable charges and fees for the use of said piers, docks, wharves and storage warehouses and other structures erected by it, and to make such reasonable rules and regulations as may be necessary in the management of such terminals, and to employ such number of persons as may be necessary to efficiently and promptly handle all freight tendered at such terminals, and to fix the wages and compensation of all persons employed by it.

SECTION 3.

That the Port Commission is authorized to purchase or lease, or to purchase and lease, such number and size ships, vessels and boats, by whatever name called, and operate the same, when in its opinion adequate shipping is not provided by private enterprise to carry the commerce tendered at the ports established by the Commission, and to use such part of the proceeds of the bonds hereinafter authorized as may be required to pay for said ships, vessels or boats, but in no event to exceed one and one-half million dollars ($1,500,000.00); and if the said Port Commission shall hereunder operate any ships, vessels or boats, whether purchased or leased, it shall publish and maintain adequate schedules and render adequate service, and shall collect and receive reasonable charges without discrimination for merchandise transported, and is authorized to classify the commerce so carried, and fix and publish the rates of transportation. The said Port Commission shall, from the revenues received from transportation charges and, if required, from any other revenues received by it, pay the expense and costs of operating said vessels, ships or boats operated by it.

SECTION 4.

It shall be the duty of the Port Commission to file with the Governor of the State annually a report showing the ports established, the piers, wharves, docks, warehouses and other buildings erected at each and every port, and the cost thereof, the cost of operation at each port, and the receipts from each port, which said reports shall be transmitted by the Governor to the next regular session of the General Assembly of North Carolina.

SECTION 5.

That whenever it shall become necessary for the Port Commission to exercise the right of eminent domain and to acquire any land, water

frontage or right of way by condemnation, the said Port Commission is authorized to institute a proceeding in the Superior Court of the county in which such property is situated, making parties to it all persons interested in the ownership of said property, and the procedure shall be substantially the same as that set forth in Consolidated Statutes, chapter thirty-three, article two.

SECTION 6.

That for the purpose of providing funds for carrying out this act, the Treasurer of the State of North Carolina is hereby authorized and directed to issue bonds of the State of North Carolina, payable in the manner and at the dates herein prescribed, to an amount not exceeding eight million five hundred thousand dollars ($8,500,000.00). Said bonds shall be issued from time to time at the request of the said Port Commission of North Carolina, upon the approval of the Governor and Council of State.

SECTION 7.

All of said bonds shall bear interest at a rate not exceeding five per centum per annum from the date of said issue until paid, and the said bonds shall bear such date as may be fixed by the said Port Commission. Interest shall be paid semi-annually on the dates fixed by the said Port Commission.

SECTION 8.

That the bonds authorized and directed to be issued by the preceding sections shall be either coupon bonds or registered bonds of the denomination of one thousand dollars ($1,000.00) or more, each, as may be determined by the said State Treasurer, and shall be signed by the Governor of the State and the State Treasurer, and sealed with the Great Seal of the State. The coupons thereon may be signed by the State Treasurer alone or may have a facsimile of his signature printed, engraved or lithographed thereon, and the said bonds shall in all respects be in such form as the State Treasurer shall direct, and there shall be printed, engraved or lithographed in said bonds the words, "For Port Terminal Improvements"; and the coupons thereon shall after maturity be receivable in the payment of all taxes, debts, dues, licenses, fines and demands due the State of North Carolina of any kind whatsoever, which shall be expressed on the face of said bonds. Before selling any of the bonds herein authorized to be issued, the State Treasurer shall advertise the sale and invite sealed bids in such manner as in his judgment may seem to be most effectual to secure the par of said bonds at the lowest rate of interest not exceeding five per centum: *Provided,* that no bids shall be received and none of the bonds herein authorized to be issued shall be sold at less than par value of the bonds, plus accrued interest thereon. He is authorized to accept a single bid for the entire issue of-

fered at any one time or for any portion thereof, and where the conditions are equal, he shall give preference of purchase to the citizens of North Carolina. The bonds shall be due and payable thirty years from the date of their issue.

SECTION 9.

That said bonds and coupons shall be exempt from all State, county and municipal taxation or assessment, direct or indirect, general or special, whether imposed for purpose of general revenue or otherwise, and the interest paid thereon shall not be subject to taxation as for income, nor shall said bonds or coupons be subject to taxation when constituting a part of the surplus of any bank, trust company or other corporation. And it shall be lawful for executors, administrators, guardians and fiduciaries generally to invest in said bonds.

SECTION 10.

The full faith and credit of the State is hereby pledged to the payment of principal and interest of said bonds, and both principal and interest of said bonds shall be payable in gold coin of the United States of America of the present weight and fineness.

SECTION 11.

The revenue derived from tolls, fees and charges made for the use of the piers, docks, wharves, sheds, warehouses, grain elevators, coal elevators, and other structures and machinery erected, built and constructed by the Port Commission under the provisions of this act shall be used to pay the expense of the said Port Commission and all of its employes, agents and managers and engineers; repairs, insurance and maintenance, and the construction of other structures that may be necessary to promote the interests intended to be fostered by this act; to pay the interest on said bonds; and the surplus or such part of it as in the judgment of the Port Commission may be necessary shall be set apart and paid to the State Treasurer of North Carolina as a sinking fund to provide for the payment of said bonds at their maturity.

References—Affirmative

PUBLIC PORT TERMINALS IN NORTH CAROLINA

(By E. C. Branson, of the faculty of the University of North Carolina.)

It is not likely that any elector in North Carolina will vote intelligently on Port Terminals and Water Transportation on November 4 unless his thinking is set against the background of four fundamental facts —not any one of them alone but all of them together.

These bare-bone facts, to use a favorite Tar Heel phrase, are:

1. Freight tonnage has overtaken and overwhelmed the railroads of the United States.

2. Business in the state and the nation is threatened by slower rail service and higher rail rates in the future.

3. Water transportation has come to be a critical business necessity.

4. A water-front state without well developed waterways and adequate port terminals open to all on equal terms is handicapped in agriculture, commerce, and manufacture.

Bare-Bone Fact No. 1

Freight tonnage has at last overtaken and overwhelmed the railroads of the United States.

The big-scale production of commodities by the big-scale use of labor-saving, profit-producing devices has created tonnage in such rapidly increasing volumes as to overtax the ability of the rail carriers of every modern civilization on the globe, and most of all the United States which leads the world in mass production on a machine basis.

Freight tonnage in the United States has risen from 76 billion ton-miles in 1890 to 450 billion ton-miles in 1920—a six fold increase in thirty years. At the same rate of increase it will reach the inconceivable total of some three trillion ton-miles within the next 30 years! Such are the statements of a seasoned transportation expert within the last 30 days, and they are based on official figures.

"When you keep in mind that our railroad tonnage has grown to be seventeen times what it was 50 years ago," says W. L. Clause, of the United States Chamber of Commerce, "and that it is still going at pretty much the same rate, there is reason to seriously doubt whether our railroads can keep up with the future growth of the country."

Our railroads are even now physically and financially unequal to the task of transporting the freight produced day by day in the United States. Exactly what James J. Hill predicted 15 years ago has come to pass. At that time he solemnly warned our railway managers of the critical necessity for six billion dollars to be spent immediately on im-

proved road beds, double and quadruple tracks, rolling stock, increased yardage, and modern facilities for handling freights at inland points and on water fronts, if the foreign and domestic commerce of the country was to be handled efficiently and profitably by the railroads. They were not able to command these six billions at that time, or they lacked the vision of the greatest railway genius in American history. At all events, what the railroads lacked then they lack today in even larger measure.

"It is estimated," says John H. Small, "that it would require the expenditure of from 15 to 20 billion dollars during the next ten years to enable the railroads to catch up and keep up with the growth of traffic—but no one has ventured to suggest a source from which the money might be obtained."

"Because of the lack of transportation facilities, it has been estimated that the people of the United States have lost or paid out unnecessarily 20 billion dollars in the last five years and that during the next five years they will lose another vast sum for similar reasons," says William H. Stevenson, of Pittsburg.

"Our transportation facilities have lagged far behind the necessities of the country, and the losses through short transportation are a tax upon the community greater than the cost of our government," says Herbert Hoover, secretary of commerce.

"The cost of our federal government is around four billion dollars a year, and if Mr. Hoover's estimate is right," says Mr. Small, "the losses inflicted upon the agriculture, the commerce, and the industries of the United States have amounted in the past six years to more than 24 billion dollars."

Which is right around $1,200 per family the United States over! And at last it is the consumers who pay the bill.

But perhaps enough has been said to indicate that the railroad executives of the nation are struggling with a freight problem that is entirely too big to be solved by rail carriage alone. They are working at the traffic difficulties of the country with such courage and ability as make a new chapter in the history of railroading. The efficiencies and economies of our first class railway systems during the last five years are amazing. But if business men in North Carolina and the nation are pinning their faith to railway transportation alone they are short-sighted almost beyond belief.

If business is to escape a hopeless jam, every kind of transportation must be quickly called into service—water carriage, auto-truck delivery, what not! The day is near at hand when business will be down on its knees praying for freight service of any kind at any cost whatever.

Bare-Bone Fact No. 1 ought to bore its way into the brain of every voter in the state at the earliest possible minute.

Bare-Bone Fact No. 2

Business in the state and the nation is threatened by slower rail service and higher rail rates in the future.

1. Once-upon-a-time rail transportation was quicker than water transportation, but this disparity is rapidly disappearing, due (1) to the enormously increased volume of tonnage, the lack of adequate handling facilities, chronic car shortage in peak seasons, congestion and delays in the redistribution yards—in Cincinnati, in Baltimore, in the Potomac yards, at Spencer and everywhere else, and (2) to the fact that on an average a freight car run is less than 30 days of the year, less than 30 miles a day, and less than 15 miles an hour. These figures, I may say, are well beyond the averages published by the railroad authorities.

"We find," says F. H. Faye, construction engineer of the public port terminals of Maine, "that water service is quicker and more dependable than rail service."

It was speed and certainty of delivery that established rail transportation and destroyed water carriage in the days of our forefathers. As the railroads lose this advantage water transportation will revive and under the pressure of public necessity will again become possible and profitable, as in other countries of the world and in other states of America.

The slow uncertain deliveries of rail service at present are sourced in the overwhelming overplus of freight and the inadequate facilities of the railroads for handling it with dispatch. These delays are not likely to grow less but greater as the volume of tonnage steadily increases. And moreover, there is only a slim chance for lower rail rates in the future. On the contrary, it is practically certain that rail rates will be higher.

Here are candid statements that invite candid thinking about the necessity for well developed waterways and water transportation in North Carolina.

2. Rail rates were raised during the great war under the government operation of our railroads, mainly to meet the demand of railway employes for shorter hours, higher wages and better living conditions. The labor cost of railway operation was increased by a full third during this two-year period.

Rail rates are today higher than war-time rates—higher by approximately one and a half billion dollars or $75 per family the country over, higher by consent of the government authorities, and properly higher in my opinion. And further—our railroads are an essential national necessity. They must be saved from bankruptcy, they must have a fair chance at reasonable dividends, and in addition they must be allowed to earn the ten or fifteen billion dollars needed during the next ten years

to provide improved facilities for handling the traffic of the nation with dispatch. Either that or they must be openly subsidized by the government.

Rail rates will be higher in the future—almost inevitably so. They will be made higher by consent of the Interstate Commerce Commission which is the direct executive agency of congress in carrying out its two declared policies, namely, to preserve the railroads as an indispensable agency of transprotation on the one hand, and on the other to promote and protect water transportation as an inevitable necessity of expanding commerce.

Under the law, the Interstate Commerce Commission will not allow rail rates to be lowered to destroy water transportation. The railroads cannot meet water competition and escape bankruptcy. It is federal policy to assure reasonable dividends to the railroads and therefore rail rates must be increased as water transportation develops into the proportions demanded by the swelling volumes of tonnage.

Here are the fundamental reasons for rail rates based on dry-land distances alone, as proposed by Commissioner Eastman of the Interstate Commerce Commission and calendared for argument in Washington in a few weeks hence. No proposition could be more revolutionary than a distance tariff. If put into effect as proposed it would increase the freight burden of North Carolina more than one-third on all classes of freight, and more than two-thirds on the low class freights or main commodities most commonly moved into and out of the state.

In effect, Commissioner Eastman is saying to the railroads: Increase your efficiencies or the higher rail rates based on dry-land distances alone will drive your traffic to the low-cost water carriers. And to water-front states and cities he is saying: Develop your public waterways and public port terminals, for they are your only way of escape when rail rates are raised. And you must do it in defense of your commerce or consent to its destruction by the higher costs of rail carriage.

Rate structures based on dry-land distances alone are deliberately designed to compel and reward increasing railway efficiencies on the one hand, and on the other to force upon cities and states the development of their waterway and waterfront possibilities. Both rail and water carriage have come to be essential to the expanding commerce of America, both must be developed to their utmost capacity, and both must be saved from bankruptcy. Such are the declared policies of congress, and the I. C. C. must make these policies effective.

But these policies inevitably mean higher and higher freight rates year by year—not suddenly and shockingly, but little by little as these forms of transportation can be safely adjusted to each other and to the needs of developing commerce.

Now, what does North Carolina propose to do when rail rates are raised again and again, as they must be raised in the future?

In answering this question let the state remember that the main matter is not the cost of rail carriage per se, but the rate discriminations that handicap our agriculture, commerce, and industries. The federal constitution forbids discriminations, but no one and no half dozen principles of rate making can suddenly abolish rate discriminations, or even such discriminations as are clearly undue and unjust. Solving the puzzle of equities in rate structures will consume many years, and perhaps many centuries.

Meantime how can the further progress of the state be assured, no matter whether rail rates be high or low, discriminatory or not?

It is the question that the voter will be wise to consider as he thinks through the problem of public waterways in this state.

Bare-Bone Fact No. 2 concerns the survival to say nothing of the future progress of North Carolina. And railrate discussions must not be allowed to becloud the issue.

Bare-Bone Fact No. 3

Water transportation has come to be a critical business necessity.

It has come to be so in the country at large and in North Carolina.

James J. Hill foresaw this fact and warned the Nation of it years ago. Said he: "The business of the country under normal conditions will have need of all its carriers. Recent events have called attention anew to the importance of extending and improving our waterways. The transportation deficit will presently become so great, when business is free to grow unhindered by repressive legislation, that no amount of capital available for new construction or for extensions and improvements could make it good. One of the most serious causes of congestion —the inadequacy of terminal facilities in the large centers—cannot be removed by any expenditure. Water transportation must share with the railroads the burden of moving a volume of domestic commerce that will soon tax all resources. The congestion of a steadily increasing traffic will be relieved by turning a share of the business over to the towboat and the barge. Congestion rules in most of the traffic centers of the country, and our national transportation system as compared with the work consigned to it will grow more and more inadequate. With all the assistance that waterways can give, the country will nevertheless soon be face to face with an emergency calling for energy and judgment as well as a public confidence so fully restored as to bring out the immense amount of capital required to make even a slight improvement upon the situation. Railway efficiency is nearing its maximum. The railroads cannot be crowded much further. The weight of rails, the

capacity of cars, the power of locomotives all have a practical limit that cannot be exceeded in pursuit of new economies to meet new impositions, and that limit has nearly or quite been reached."

Here are facts of the weightiest import. They were set forth by the greatest railway genius this country ever produced. His declarations on water transportation, as quoted above, appear in his Highways of Progress, published nearly fifteen years ago.

These facts explain the declared policy of Congress to promote and protect the development and use of waterway transportation as an essential national necessity.

They explain the water transportation planks in the platforms of all the great national parties, and the waterways declarations of all the candidates for the Presidency.

They explain President Harding's admonition to the railroads "to coördinate with the waterways as a means of ending the perils of their own fortunes."

They explain the desperate rush of every State in the Union to develop its waterways and water transport facilities, no matter what the cost or the hazard—that is to say, every State but North Carolina.

These facts of transportation difficulties in the United States have immense significance in every other State. It remains to be seen whether or not they have any significance in our own State; whether or not sense in other States is nonsense in North Carolina.

I have steadfastly maintained that freight rate discussions could only obscure a fundamental issue in this campaign, namely, that in the struggle for survival and supremacy, North Carolina would be obliged to develop effective water transportation.

Manifestly rate experts pro and con can prove anything in a rate discussion with maps and figures from a rate sheet, but no rate expert on either side ought to darken counsel with words and becloud the essential issues of a great public question.

Waterways are as essential to progress as highways are. It is a hard saying in this State at this time, but a quarter century hence it will be as commonplace as the ABC's and the multiplication table.

The producing and purchasing power of North Carolina has quadrupled in the last ten years. It is now among the first ten States of the Union as a tonnage producer and consumer. If water transportation is desperately necessary in other States it is desperately necessary in this State.

No water-front State or city has ever won and maintained a distinguished place in history without developing its water resources and cashing in the utmost possibilities of its navigable waters.

Bare-Bone Fact No. 3 raises the question of whether or not North Carolina can maintain her leadership in the South without developed

public waterways and adequate public port terminals; whether or not the State can live on her industrial wealth alone if her agriculture and commerce are allowed to languish. It may be too late to settle these issues when business in North Carolina is down on its marrowbones, praying for freight deliveries by any means of any sort at any cost whatsoever. It cannot be otherwise if the State depends on rail carriage alone.

Bare-Bone Fact No. 4

A water-front State without well developed waterways and adequate public port terminals is handicapped in agriculture, commerce and manufacture.

1. My summer was spent in the Rocky Mountain country studying life and business in these States and the plateau States west of the Mississippi river. These are the States that in the nature of things must always depend on rail transportation alone. The distress of the farmers, mining companies, merchants and factory owners in this region is too real to escape the attention of the stupidest observer. And fundamentally their distress is sourced in slow, uncertain, expensive freight service.

"The railroads are eating us up," was the cry I heard all the time on every hand.

"We can never compete with the States that have a chance at water transportation and cheap waterway service, and if we cannot compete with the water-front States we are doomed in the long run. Our railroads are doing the best they can under the circumstances, but no State depending on rail carriage alone can compete in agriculture, commerce, or manufacture with States having the advantage of water transportation. Business stagnation used to be seasonal, local and occasional in our end of the country, but it promises to become regional, widespread, chronic, and incurable in the future. Business cannot live on rail carriage alone." These are the things that were said to me by the bankers here and there in the Far West during the summer of 1924.

These are the States that are heading a riot for the Gooding Bill in Congress—a bill that mandatorily puts an end to the discretion of the Interstate Commerce Commission in long-and-short haul rail rates. Only one Senator west of the Mississippi voted against it.

These are the States that have been joined by the Middle Western States—twenty-nine States altogether—that are now bearing down on Congress for a deeper, wider canal from Lake Erie into Lake Ontario, and an open, all-water route from Duluth to the sea. And New York, a railway-owned seaport city, is enough alarmed by it to spend or propose to spend $150,000,000 on public port terminals, public terminals, mind you, because private capital in the richest city on earth is inadequate to solve the problem.

2. The necessity for low-cost water carriage was first and most acutely realized in the States that must depend on rail carriage alone. It is human nature to value most what it needs most and has the least chance to have.

The people with navigable rivers, sounds and ocean openings were the next to awake and to capitalize their chances at cheap water transportation—the people of six States and 140 towns and cities in twenty-five other States. They are doing it with feverish haste, sound sense, and contagious enthusiasm (1) in order to be on the safe side of business solvency in moving the freights that the railroads cannot now move with speed or certainty, (2) in order to be sure of survival and progress, no matter how high rail rates may be at present or may become in the future, and (3) in order to escape the almost inevitable railrate discriminations that have handicapped their agriculture, commerce, and manufacture in the past and that must clog and cripple their development in the indefinite future of railrate adjustments.

They are digging port sites out of mud and shifting sands, and in almost every instance the Federal government is helping with millions of money to deepen, widen and protect channels and to dredge out harbor spaces and turning basins. But what is more important, the Federal government is helping these energetic States and localities with the expert counsel of its army engineering staff, and without charge is freely giving the service of its engineers to locate ports at proper places and to direct the proper construction and equipment of port terminals. But properly enough the Federal Government is nowhere helping in such enterprises unless the States and cities originate and initiate the movements at their own risk and hazard.

These six States and 140 towns and cities are turning to water transportation (1) in order to escape slow rail deliveries and high rail rates at present—high as compared with water rates, and (2) to hedge against the chances of slower rail services and higher rail rates in the future. They are turning to water transportation because there is no other way of escape. They are obeying the first law of nature—the law of self-preservation in the struggle to survive.

And moreover they are turning to water transportation (1) because the rapidly increasing freight tonnage of the country demands it, (2) because Congress counsels it, directs and safeguards it against bankruptcy—so because water transportation has come to be an imperious public necessity, and (3) because without effective water carriage on every possible waterway they must soon or late fall to the rear in the forward march of communities and States.

The rail-carriage States west of the Mississippi realize it and bewail their lot unavailingly. Every water-front State in the Union is alive to this fundamental fact of transportation and is developing and using its

waterways to secure freight carriage at the lowest possible cost. They are capitalizing their only chance to meet the competition of other States and cities and to survive and progress as business communities.

That is to say, every water-front State but North Carolina.

3. It is assumed that every student of transportation knows (1) that water transportation is the cheapest transportation known to man, that it has always been so, is so today and is likely to remain so to the end of time, (2) that water competition from Chicago to New York City through the Erie canal lowered the rail rates between these two cities to what is probably an irreducible minimum, that these cheap rail rates from the Middle West to New York were gradually spread to every other port connected with New York by effective water service, (3) that the water rate savings at ports of entry are too large to be entirely absorbed by the local merchants and local railroad charges to inland cities, (4) that effective water competition at a rate-basing port compels cheaper rail-and-water rates on through bills of lading—an advantage that North Carolina does not now enjoy at any port of her own, (5) that water competition results in higher class tonnage for the railroads, in larger volume of such tonnage, and in larger railway profits, (6) that direct trunk line traffic with the Middle West is essential to railroad competition in our east-and-west commerce, and (7) that traffic with the Central West is already a large proportion of the commerce of North Carolina, and that it steadily increases in volume and importance day by day.

To deny any of these propositions is like denying the axioms in mathematics. The port enterprises of six States and 140 water-front cities are based on such like facts of sense and commonsense. And further their courage in pouring millions upon millions into such investments is based on the fact that the railroads are no longer allowed to lower their rates to destroy water transportation and public port investments. On the other hand, the railroads are protected by the Federal policy of allowing them to fix rail rates high enough to earn reasonable dividends—this of course by consent of the I. C. C.

4. No water-front State or city in the United States has been able to solve its transportation problems without establishing and maintaining public port terminals open to all the commerce of the world on fair and equal terms of charges and services. The railroad-owned seaport cities of the country, from New York straight down the list, 140 of them, all told, have been forced in self-defense to invest or struggle to invest (1) in public waterway systems wherever such a system is possible, and (2) in adequately equipped public port terminals—for the simple reason that freight traffic has overtaken and overwhelmed the rail carriers and they cannot command the capital to construct the facilities needed to

meet the ever increasing demands of commerce. The States and cities must supply this capital, and they must do it in order to establish indispensable conditions of State and municipal progress.

Even Norfolk has at last realized this fact and is begging to be allowed to issue for municipal terminals city bonds amounting to 7½% of its taxables. Savannah, another railroad-owned seaport town, is working at the same problem in the same way. The last water-front town to wake up is Elizabeth City, in North Carolina. Only the other day her city council invested $30,000 in a public port site to handle and hold the business that is now going to nearby cities.

The simple fact is that private capital can nowhere meet the public necessity for low-cost water carriage; that private capital in volumes sufficient to solve the transportation problem of the country can nowhere he commanded.

Bare-Bone Fact No. 4 exhibits the critical necessity for cheap water carriage in North Carolina (1) as the only way of escape from higher rail rates and slower rail deliveries in the future, and (2) as the only way of establishing our agriculture, commerce, and industries on a basis to compete on the best possible terms in the long run with the business of other States, no matter whether rail rates be high or low, discriminatory or not.

In conclusion, I deferentially venture a word to our great manufacturing concerns. They are thinking too narrowly if they are thinking in terms of rail carriage alone. The advantages they enjoy at present are based on conditions that cannot last forever. The great subject of transportation involves far more than the special rail rates our factories enjoy today, and if public waterways and public port terminals be lost at the polls in the approaching election, our captains of industry may have lost a final chance to cast an anchor to the windward.

Big business in Houston is banking on and backing to the limit the terminal enterprises of her public port. And big business in Birmingham is supporting both the public barge service of her own port and the public port terminals of the State at Mobile.

The referendum on November 4 challenges the most liberal thinking of our industrial leaders and their longest look ahead, in behalf of the State at large as well as in behalf of the industries they engineer so ably —whose fortunes in the future they must determine today. At last private wealth must somehow be rightly related to the public weal, or democracy is in danger. It is everywhere one of the final problems of civilization and our leaders must lead in solving it in North Carolina. Or so, in my opinion.

PORT TERMINALS AND WATER TRANSPORTATION LEAFLETS

During the course of the campaign last fall for the adoption of the port terminals and water transportation measure, a series of leaflets was published by the Port Terminals and Water Transportation Campaign Headquarters. Excerpts from these leaflets are reproduced below:

Other States Are Leading

Port Terminals and Water Transportation is a new question in North Carolina and because it is new some people are honestly in doubt about it. The only state with an ocean or lake front and without port terminals is North Carolina. Every other state with a chance at water-rate competition has one or more public port terminals open on an equal footing to the commerce of all the world—had to have such terminals to control rail rates. And nobody in these states is in doubt about the wisdom of such enterprises.

There are sixty-eight public port terminals in thirty-one states, all of them established on the basis of public bond issues. All are self-financing and self-supporting, some are also paying interest and sinking fund charges, and others are earning enough in harbor fees to pay for expansion as port traffic increases. The older the public port is the better chance it has to pay its own way and to pay off the bonds that built it.

Our state highway system is already on a self-financing basis and nobody is bothering about our highway bonds. A state water transportation system can be put on the same self-supporting basis. If not, then we are stupider than the people of thirty-one other states. North Carolina has shown the rest of the states the way in public highway finance. She now has a chance to show them her ability in public water transportation finance.

Once upon a time many timid people wanted no bonds in millions for public roads in North Carolina. Now nobody is in doubt about the matter. Everybody is on the band wagon today. It may be that the same story will be told a few years hence about a state system of water transportation in North Carolina.

Thirteen hundred miles of navigable river-ways and 1,500 miles of navigable sounds, but no public port terminals, and no water-rate competition to regulate railway freights. That is the situation in North Carolina at present.

Does the most progressive state in the Union hesitate because the question is new, hesitate while thirty-one other states get the jump on us?

A referendum vote for public port terminals in Maine in 1919 carried by a majority of four to one. A referendum vote in Alabama in 1923 authorized ten million dollars in bonds for public port terminals.

There are the last two of the thirty-one states to establish public port terminals.

North Carolina has waked up about everything else and nobody in America doubts it. Is she a Rip Van Winkle State in public port terminals and water transportation?

A Self-Financing Investment

Realizing the great importance to our commercial and industrial interests the General Assembly in Special Session has passed an act known as the Port Terminals and Water Transportation Act, authorizing the development of our ocean, coastwise and inland water trade. This act is to be approved by the vote of the people at the general election on November 4, next. After its approval the Port Terminals Commission will, in fact *must,* make a survey to determine what terminals and facilities are necessary to attract shipping and to develop our ports and inland waters to a point of efficiency in keeping with the commercial and industrial importance of the state.

North Carolina's inland water system consists of 1,300 miles of navigable rivers and not less than 1,500 miles of other inland navigable waters, or a combined mileage more than all our railroads. These resources are not being used.

The Federal Government has spent $16,000,000 in improving these waters and stands ready to spend much more if the state will provide public ports and terminal facilities. A well developed seaport at one end is absolutely essential to the successful commercial use of a river.

A well developed seaport is a most valuable asset to the entire state in which it is located. It brings business and capital that would not otherwise come. It gives employment to thousands of men in the immediate vicinity and to other thousands scattered throughout the state who are engaged in making, producing, or transporting export commodities. It gives employment to thousands of men in the immediate vicinity and to other thousands scattered throughout the state who are engaged in making, producing, or transporting export commodities. It employs capital and utilizes, in the repair of ships, vast quantities of materials produced in the state. It enhances property values and swells the tax receipts. The larger these receipts the more money there will be for distribution to schools and other public institutions and purposes.

Wharves, quays, piers, warehouses, grain elevators and other essential terminal facilities are investments in the strictest sense of the word. If privately owned, as they now are in North Carolina, they are expected to yield a reasonable profit after meeting all expenses. If publicly owned they are expected to meet all expenses, including interest and sinking fund charges to retire the bonds and provide a profit for additional improvements. It is expressly provided in the bill that the schedule of harbor fees must be so fixed as to make safe the State's investment.

This has been accomplished by every state that has constructed public port terminals. Two striking examples in support of this fact will be found in New Orleans where in spite of a reduction of about fifty per cent in port charges, a surplus of $2,000,000 has been accumulated. In nine or ten years Louisiana has acquired absolute title to port properties valued at more than $50,000,000 above all liabilities.

California about twelve years ago issued $13,000,000 in bonds to construct public port terminals in San Francisco. These are owned and operated by the state through a commission under the same conditions as are prescribed by the bill to be voted on in this State. The revenue from these terminals has paid the interest, provided a sinking fund to retire the bonds, and increased the terminal facilities to a valuation of more than $50,000,000. San Francisco claims to have the lowest port charges of any city in the Union. These terminals have cost the taxpayers nothing.

In building public port terminals and facilities the state spends no appropriations and no tax money. It borrows at a lower rate than any of its municipalities or citizens can do and invests the money in revenue producing properties, which themselves are an ample security for the loan. The state thus owns a monopoly of a commercial necessity and it has the power to fix port charges for the services rendered. This makes a safe investment. It is therefore a business enterprise to be operated on a strictly business basis for and in the interest of the people and for the upbuilding of the State.

Governor Morrison Says

"North Carolina will save annually," says Governor Morrison, "more than eight and a half millions provided for in the Port Terminals and Water Transportation Bill. We pay $50,000,000 each year in freight rates. The railroads are now demanding that the rates be increased an additional $10,000,000 a year. Where will we get the money to pay these increased freight charges? The great mass of our people pays freight oppressively, but the great mass pays no state tax. There will be no tax on property for this investment. Remember that North Carolina has a wonderful system of taxation. Less money in taxes goes to the state government than in any other state of the South. The ones who pay tax as to state purposes are very able to pay it.

"In a speech in Richmond I told them that Richmond is the best city ever built by North Carolina. We can't get equality with Norfolk or Charleston until we have water competition. I am begging our people to line up in favor of North Carolina, to do the modern thing, to provide terminals, and enable our waterways to be utilized. This will give our Congressmen a leverage to secure 25 or even 50 million dollars from the Federal government to spend on our waterways. Wherever terminals have been established they have paid in direct operation.

"Some men question seriously whether we should have water competition. They would be laughed off any stage, in any state other than North Carolina. Recently Norfolk has voted additional funds to further rivet the chains shackling North Carolina. There is no controversy over the statement that water is the cheapest transportation. It costs $5 per bale to ship our cotton to Boston, whereas it can be shipped from Wilmington to Liverpool for $1.50. Ford cars can be shipped from Chicago to Virginia cities through North Carolina $12 cheaper than for the same cars to stop in this state.

"North Carolina spends more in freight rates in 60 days than the entire amount that is asked for to remove the handicap. Men who have will take care of the bonds, and these terminals will not cost the taxpayers a cent. Remember that no taxes are levied by the State on property. This tax burden has been shifted from the shoulders of the poor to the shoulders of those who are able to bear it."

Governor Morrison further declares that, in his opinion, it would not be necessary to issue the $1,500,000 for ships. He states that private companies would gladly furnish boats. "Remember," says the Governor, "that the nine men who spent 14 months studying this question unanimously reported in favor of the program. They are not fools. They are hard-headed business men who went into the investigation in a skeptical frame of mind. After thorough study they were convinced that it is a program that will save the people of North Carolina millions of dollars in freight rates annually. When these men unanimously approve the entire report, and when the Council of State, Attorney-General Manning, and Judge Bynum, a prominent Republican attorney, approve of this report, certainly we cannot doubt that it is the correct move to make.

"Please bear in mind," concluded Governor Morrison, in one of his recent speeches, "this is a sensible business proposition, and there is no doubt that the savings in rail freight rates the first year of operating state ports and terminals would more than repay the $7,000,000 suggested to provide them."

Federal Government Will Help

The Federal government approves the development of publicly owned terminals. Where such utilities are provided by a state, or other public agency, the National authorities state definitely they will extend fullest coöperation with expert advice and proper funds for extending inland waterways and deepening river channels to accommodate increased commerce.

The War Department recommends to Congress all River and Harbor appropriations. It has directly approved North Carolina's present forward movement for state-owned terminals and general development of water transportation. Recent communications from the office of the

Chief of Engineers have the following unequivocal statements: "I wish to assure you that both Congress and the War Department are heartily in favor of the general policy which the state appears to be pursuing, of providing such terminal facilities as are necessary and retaining these under public control. The evils of monopolistic control become evident when the individual or corporation concerned fails to provide adequate facilities, while at the same time so manipulating his control of the situation as to prevent others from providing such facilities. Cases of this sort have repeatedly occurred, due either to the inability of the controlling corporation to provide adequate terminals or to its desire to divert business to some other port in its own interest. I shall be happy at any time to offer such assistance and co-operation in your studies as the Corps of Engineers can afford, to the end that a proper solution of your problem can be worked out."

If North Carolina expects to have ports and waterways improved by the Federal government it is absolutely essential that public terminals be provided. This statement is confirmed by the River and Harbor Act of 1919 as follows: "It is hereby declared to be the policy of Congress that water terminals are essential to all cities and towns located upon harbors or navigable waterways and that at least one public terminal should exist, constructed, owned and regulated by the municipality or other public agency of the state and open to the use of all upon equal terms, and with the view of carrying out the policy to the fullest extent, the Secretary of War is hereby vested with the discretion to withhold, unless the public interests would seriously suffer by delay, moneys appropriated in this act for new projects adopted herein, or for the further improvement of existing projects, if, in his opinion, no water terminals exist adequate for the traffic and open to all on equal terms."

Thus it is clearly shown that provision of state-owned terminals by North Carolina will secure further improvement of our waterways upon recommendation of the Corps of Engineers of the War Department. If public port facilities are not provided, North Carolina faces the serious situation of being denied further waterway improvement by the Federal government.

Section 500 of the Transportation Act of 1920 makes it the duty of the Secretary of War to "advise with communities, cities and towns regarding appropriate location of terminals and to co-operate with them in the plans for suitable terminal facilities." It is further stated that the Chief of Engineers considers this work of much importance, that any desired assistance can be secured from him in preparing plans for terminals, warehouses, or other accessories to port development, that such service is gratuitous and advisory only, and that the government

does not interfere with the practice of engineers in private life, the War Department preferring to act with them in a purely consulting capacity.

A vote for state-owned terminals and waterway development on November 4 guarantees valuable help and the expenditures of millions of dollars by the Federal government in continuing the Inland Waterway as originally planned, and in deepening channels to any depth necessary to accommodate the commerce of the state.

Are Public Port Terminals Successful?

The citizens of North Carolina will vote November 4 on the adoption of measures that will provide state-owned terminal facilities and water transportation. The question naturally arises, "Are terminals successful elsewhere?" The answers furnished by a number of public port officials are enlightening. They undoubtedly will serve to convince the citizen seeking information that he will make no mistake in voting favorably for the proposals in November.

"What has been the experience of South Atlantic ports with publicly-owned terminals? Our state has none." The responses outlined below are the strongest possible arguments for action by North Carolina on November 4.

The Charleston, S. C., public terminals handle a great volume of North Carolina business which should pass over terminals owned by our state. In response to a query the following was received: "Assuming control of waterfront property at the most unfavorable period, the Charleston Port Utilities Commission are thoroughly satisfied with the success so far attained and feel confident that under no circumstances would we revert to the former condition."

Norfolk, Va., at present and to our shame is North Carolina's rate-basing port. It handles a tremendous volume of business which properly would pass through our own state terminals if we had them. Read what Norfolk says: "Terminals generally successful. Our citizens approve investment in public warehouses and terminals. When properly used, public warehouses bring business to port. Our experience proves them very valuable assets to community."

Jacksonville, Fla., another South Atlantic port, says: "We feel our two and one-half million dollars investment in public docks and terminals was and is a decidedly wise one. It is our opinion that the present and future prosperity of this city will be aided through public ownership of utilities of this nature."

Tampa, Fla., advises: "Our citizenship highly pleased with plan for municipal terminals. Terminals not yet completed but we expect to make money out of them. That is, they will be more than self-supporting by a good deal. The service rendered our city as a port and our

state will be main factor. We regard our port terminals one of the biggest assets, if not the keystone, of our prosperity. Our citizens realize this and would not abandon terminals."

Maine, Massachusetts, Rhode Island, Alabama, Louisiana, and California, all have state-owned public terminals. These have not only aided in lessening freight rates, in broadening existing markets, and in providing new ones, but in addition have proved profitable from a financial point of view. In the first year of operation the Maine terminals have saved the people of that state through the operation of two privately owned boat lines approximately $300,000 in freights. This is around 20 per cent of the entire investment. The state terminals have uniformly shown profits, the revenues being decidedly above operating costs. Through terminals development Los Angeles, California, estimates savings of ten million dollars in one year on westbound commerce alone from the Atlantic coast. The state terminals enable San Francisco to show that the utilities have greatly aided state development.

"Without exception state-owned terminals have been self-supporting in every state where they have been built. Such terminals have not only been self-supporting but have paid off their bonded indebtedness and have effected a reduction in freight rates to the interior of the states that built them." So reported the State Ship and Water Transportation Commission, after a study of fourteen months guided by expert Army engineers.

In view of the foregoing examples, should North Carolina hesitate to vote for state-owned terminals and water transportation on November 4?

Joint Water and Rail Rates Needed

Shippers and consumers in interior North Carolina are forced to pay unnecessary freight rate tributes, due to the lack of proportional water-and-rail rates through our own ports. North Carolina, with its deep-water ports, is the only South Atlantic state denied such combination rates. An appeal for the correction of this gross injustice is now before the Interstate Commerce Commission. It was filed by the State Corporation Commission upon the suggestion of the State Ship and Water Transportation Commission. The adoption of the Port Terminals and Water Transportation measure by the voters on November 4 will aid greatly in securing quick and favorable action on the combination rates needed.

A through proportional water-and-rail rate is a rate less than the combined local water rate plus the local rail rate. Richmond has the same through water-and-rail rate to interior North Carolina as Norfolk. The rate to interior points of North Carolina through Charleston, which is farther from Norfolk than Wilmington is, is the same as the Norfolk rate to points in Western North Carolina. These rates, possessed by

Virginia and South Carolina, are more favorable than the local Clyde rate to Wilmington plus the local rail rate to interior points in our state. This is a gross and rank discrimination against our state from which the people of interior North Carolina have long suffered. A referendum majority for Port Terminals in North Carolina will help to correct this injustice. This state of affairs helps to account for the failure of our deep-water ports, with a 26 foot channel, to serve as proper ports of entry for interior North Carolina.

The record of the appeal before the Interstate Commerce Commission in Docket 15339 shows that the Clyde Line needs traffic. Nevertheless, the traffic manager testified that the company is running boats to Wilmington with 42 per cent loads, at a cost of $1.02 for each dollar of revenue received.

When asked by Commissioner Maxwell of our Corporation Commission if it would be agreeable for the Interstate Commerce Commission to put in any system of joint through rates from New York through Wilmington to interior points in North Carolina, the Clyde Line traffic manager replied, "I do not think we would be willing to do that." There could be no stronger evidence of a determination to deny to these interior points in North Carolina the through rates to which they are entitled. The attitude evidenced reflects a determination to preserve and protect the rate structure made to these interior points through Norfolk and Charleston.

The voter should remember that a favorable referendum vote in November is the principal step toward breaking the economic transportation chains which bind North Carolina. Favorable action will aid in convincing the Interstate Commerce Commission that our state has a right to expect through its own ports, just as favorable through rates to its interior points as Virginia and South Carolina now enjoy to such points. The demand will then be justified that the route through Wilmington is a reasonable and economic route for handling traffic from New York to interior points in our state. Since the rail haul from Wilmington to such points is very much less than from Norfolk or Charleston, the proportional rates for North Carolina through its own ports should be less than from ports in other states.

A vote for the Port Terminals and Water Transportation in November means relief for the individual citizen of our own state from a discriminatory freight rate condition at present intolerable and absolutely unjust.

Senator Simmons Says

A telegram received October 9 from Senator F. M. Simmons, by General Albert L. Cox, says:

I am just as strongly in favor of the ratification by the people, at the election, of the Port and Terminals Bill passed by the Legislature

as I was in favor of its adoption by direct action. Any intimation of indifference or lukewarmness on my part in this matter is without foundation. I regret that circumstances which I could not control have prevented me from entering actively into the campaign in behalf of this measure as they have prevented me from engaging actively in the political campaign, but there has been no abatement or change in the views expressed by me at the meeting of the Eastern Shippers at Goldsboro.

I am still profoundly convinced of the wisdom and effectiveness of the proposition and that it would produce the results claimed for it by its proponents and advocates. I shall do everything I can to get myself in physical condition to enter both the political and the port campaigns in time to render some service in both behalfs. I confidently expect to be able in a very short time to get vigorously into the fight and if so will make as many speeches as my strength will permit. I am not fully advised as to the public sentiment upon this measure throughout the State but it is of such merit and far-reaching importance it ought to powerfully appeal to the support of the people. But whether it succeeds or fails of ratification, I am unreservedly for it and earnestly hope it may prevail.

North Carolina's Opportunity

At the coming election in November the people of North Carolina will vote on the question of the adoption of the plan for a bond issue of $7,000,000 with a view to the development of State-owned docks and wharves and the creation of adequate port facilities, and in connection therewith an issue of $1,500,000 of bonds for the purchase, lease and operating of ships, unless shipping facilities are provided by private enterprise.

It can scarcely be imagined that North Carolina will fail to vote in favor of these bonds by an overwhelming majority. The movement is in the right direction. It should have been taken years ago. The development on a large scale of port facilities is one of the outstanding features of the world's business activities. Private enterprise cannot always accomplish what is needed, and, therefore, states and municipalities in this and other countries often take the lead in creating port-terminal facilities for the development of commerce.

Shortly after the fire of 1904 Baltimore spent $6,000,000 for municipal wharves leased to steamship companies, and the city has been so well satisfied with the result that it has now entered upon a campaign to spend $50,000,000, running over a long term of years, the bonds having been voted for building enormous docks, wharves, and warehouses, and this, too, in face of the fact that the Baltimore and Ohio Railroad, the Pennsylvania, and the Western Maryland Lines have vast terminal

facilities of their own, while private companies have built some of the most extensive piers and wharves to be found in the country for handling foreign commerce.

Norfolk has found it wise to spend a large amount of money in a municipally owned elevator and other port facilities, although the railroads of that port have been very liberal in expenditure for shipping facilities. Alabama has voted to lend state aid to the extent of $10,000,000 for the development of Mobile as a great shipping center, and the work is now under way. New Orleans, Houston and many other places in the South have spent many millions of dollars in similar work.

It is remarkable, indeed, that North Carolina, with all of its energy, has thus far entirely failed to utilize the opportunity which it possesses in its ocean frontage. There are no terminal facilities in any port in North Carolina worthy of the great resources of that state or of the possibilities for foreign and domestic commerce, and thus North Carolina does not get the benefit of water-transportation rates which it should have.

The struggle of every state in this and all other countries is to get to the ocean, and every state having an ocean frontage which does not make the most of the situation is sleeping on its opportunities and robbing itself by failing to develop commerce and to secure water-transportation rates, which are always less than railroad rates.

Without any antagonism whatever to the railroads, water transportation should be developed in this country wherever it is possible; for the improvement of waterways, instead of being disadvantageous to railroads, brings about such prosperity through increased business that the railroads are enriched thereby.

While North Carolina has led most of the states in the extent of its highway building and in some other lines of activity, it has halted by the wayside when presented with the opportunity of developing its inland waterways, with an outlet to the ocean, with facilities worthy of the whole situation. The opportunity of doing something on a large scale presented by this proposed bond issue should receive the sanction of the entire people, for those in the Piedmont and mountain districts will be just as much benefited in years to come as the people of the coast. It would be impossible to develop a great domestic and foreign commerce and build up a commercial center of first importance without every part of the State sharing in the benefit.

The Commission appointed to have charge of the matter consists of some of the ablest men of the State. Their very endorsement of the enterprise and their readiness to serve on the commission for the spending of this money, if voted, should carry conviction in favor of the bond issue to every voter in North Carolina.—*Manufacturer's Record,* Baltimore, October 9, 1924.

MESSAGE OF GOVERNOR MORRISON

Governor Cameron Morrison, in addressing the special session of the General Assembly of North Carolina on August 7, 1924, said in part:

My primary and controlling reason for so earnestly desiring to see my beloved State develop water carried commerce is not in the hope of establishing some mighty commercial city upon our waterways, though if the recommendations found in the report of the State Ship and Water Transportation Commission are adopted by you, I confidently expect to see not one but several cities of large proportions established there; but my chief concern is not to build an important city there upon commerce from Tennessee or Kentucky, carried through our State to such city. This is desirable, but it is nothing like so desirable as to see an additional and far cheaper mode of transportation made available to the farm, factory, fishery, or other industrial establishment in North Carolina. I am far more interested in furnishing an additional and cheaper mode of transportation for the farmers, merchants and manufacturers and others engaged in industry in this State than I am in creating a more direct route for freight in the states west of ours, and through our State to the world.

We may never build a city at Wilmington, Southport or any other port near Cape Lookout, but this does not prevent our taking modern and up-to-date steps to carry to almost every nook and corner of North Carolina, in more or less degree, the blessing and opportunities which would go with the development of water commerce carrying facilities from and to our counties and towns situated upon navigable waters.

It may be true that we need other trunk line railroad systems penetrating the great west in order to build successfully a great commercial city upon our waterways, but there are literally hundreds of small towns and villages and wide areas of country around them situated on or near navigable waters, which enjoy the blessings of competition between rail and water carried commerce. Our people are entitled to the same benefits and can have them if we will develop water carried commerce although we may never have a city.

Water Commerce Big Thing

Primarily the big thing to be accomplished through the undertaking under discussion is water carried commerce. This would be highly desirable for a great area of our State, and a large per cent of our population, absolutely independent of the freight rate question. It would be almost magically energizing and animating and practically helpful to twenty-five of our counties in North Carolina.

Not Local Question

Anything so vitally affecting the power, and opportunities of that great area of our State stretching from Currituck courthouse on down our sounds and Atlantic front and way out in dozens of our great rivers to Wilmington and on to the extreme southern border of the State and up on the Cape Fear into the historic county of Cumberland and the hopeful city of Fayetteville, penetrating as these navigable waters do 25 counties and dozens and dozens of fine, buoyant and forward going towns and cities, giving our State more miles of ocean front and navigable sounds and rivers than any other State in the Union enjoys is not a local question. It is utterly ridiculous to look upon a project which affects in area one-half the State and directly reaches the prospects, hopes and opportunities of more than one third of the State's population as being a local question. It is too far reaching for any such small view.

I don't see how any intelligent man can combat the proposition that the development of our waterways through the wide area so imperfectly described would be of commercial benefit to that area and the people who inhabit it. The entire intelligence of the world recognizes the benefit and opportunity which go with water transportation possibilities for commerce. I am not going to insult this State by undertaking to debate the affirmative of the proposition that water commerce carrying facilities are desirable and highly valuable to any people where they can be had. I ask you, gentlemen of the General Assembly, to stop right here and answer as patriotic North Carolinians if this great boon ought not to be developed and made available for the great eastern and Cape Fear basin areas of our State although it may not radiate elsewhere in the State.

I cannot conceive of any member of this great body which has done so much for the progress of North Carolina failing to respond enthusiastically to the proposition that the project is not local, and ought to be done for the benefit of the great area and population directly and immediately affected although the benefit did not radiate elsewhere. North Carolina is one great whole; all of it is concerned with what will develop every part of it. We are moving as one great people toward higher things and finer opportunities. It will bless the great eastern and Cape Fear section of our State to adopt the suggestions of this great commission, beyond the remotest shadow of a doubt.

I now pause to beg this great body to go forward with this undertaking, although they think it will only benefit the great area which I have described. But benefits from this development will not stop with the great area I have mentioned. The beneficent influence of it will extend far more widely and become State embracing.

Effect on Freight Rates

The next view of the matter I offer some thoughts upon is the effect of the development upon freight rates in the State. I beg you, and through you all North Carolina, not to dismiss this subject with the dictum that it is a very difficult subject to understand, that you cannot understand it, and therefore will not think about it. It is true that the unjust system of freight rates making for railroad carried commerce is founded upon such absurd principles and results in such ridiculous conclusions that it is difficult for a man who thinks logically and straight to understand it; but it is a matter of such vital consequence to the whole people of the State that they must study and understand it, or suffer more than they will suffer from any other imposition to be practiced upon them.

The total cost annually of the progressive movement which the State of North Carolina is now enjoying, and sometimes is criticised for, its liberality and expenditures in the many activities which the State is engaged in, aggregates about twelve millions of dollars exclusive of expenditures for highways and permanent improvements.

The total freight charge paid by the people of the State aggregates fifty-five millions of dollars annually. There are many lamentations from many sources in the State about the expenditure of twelve millions annually by the State government which carries so many blessings to the people of the State, but very little attention is given by the whole citizenship to the fifty-five millions expended in freight carrying charges upon our commerce. There are mighty outcries by certain watchers of state expenditures for good government against the small annual interest charges to be added to the expenditures by the State if this water development project is carried through but these same gentlemen are silent over the proposition which is being seriously made and pressed in readjustment and overhauling of freight rates going on before the Interstate Commerce Commission, wherein the rail carriers of this State seek to increase the freight charges upon only a part of the commerce of this State by a sum greater than ten millions of dollars annually.

Says Publicity Controlled

In some way the art of publicity is so influenced or controlled in this State that no attention whatever, or scarcely any, is being given the cold, cruel and relentlessly pushed effort to add to the fifty-five millions of dollars paid the railroads in freight charges by this State an additional ten millions annually—a sum amounting to nearly as much as the total cost of our State government. It would be interesting to know how such use of the mysteries and means of publicity in North Carolina is obtained.

I beg your calm attention and may I crave your official respect while I present to you mature and seasoned argument in favor of the development of water competition to rail service in the carrying to and from our state of this great tonnage of commerce.

I want you to realize that it is of vital importance in the consideration of this subject to divide into intelligent classes commerce moving from and to our State. It must not be thought of as a whole; there are different types and characters of freight, and for the purpose of considering the benefits of developing our water commerce, I beg you to realize the importance of dividing freight or commerce into the three following types or classes:

First: Shipments moving from one port or navigable water town to another port or navigable water town and which do not necessarily have to be carried for any part of the distance upon a railway. For instance, shipments moving from Wilmington, Southport, Morehead City, or other navigable towns in North Carolina to Baltimore, Philadelphia, New York City, or other water towns or cities outside the State, or shipments moving from the towns or cities mentioned from without the State to the towns or cities mentioned within the State or other towns upon navigable water.

Second: Shipments of commerce which can be moved partly over water and partly over rail, as for example, shipments moving from Lumberton, Kinston, Goldsboro, Sanford, to New York, Boston, or other towns or cities situated on navigable waters, or from New York, Baltimore or other port cities to the North Carolina points named or others similarly situated.

Third: Shipments which cannot be moved partly over the water but which move entirely upon the railroad; the economy of which shipments cannot be contributed to be a partial water haul.

I most earnestly submit that the tonnage of our commerce coming under the first class is large and worthy of the State's aid and protection in every fair way and when supplemented by the second class, to-wit: that which can be moved partly over the water and partly over rail, that we will include a large part of all the commerce moving from this State.

The third class, it may appear, will not be directly affected, but I expect to convince you before finishing my argument that even this class of freight may be and quite likely will be affected to the great saving of North Carolina by developing our possibilities of water transportation.

How will the establishment of water competition in the carrying of our freight affect the freight rates upon the people of the State?

I have prayed for power to speak at this point with clearness and in a style that you and the great body of the people of North Carolina may understand. I doubt if any North Carolinian ever undertook to make

clear to the people a question of such tremendous import to their welfare. I strive to speak in terms of clearness and not in expert or professional terms.

Primarily and as the first step, we seek by setting up water competition to substitute cheap water borne transportation of commerce for high priced and unjust railroad transportation for as much of our commerce as possible. The first step is not to reduce freight rates but to substitute water rates, cheaper and in many respects preferable into and out of 25 counties of North Carolina, and to substitute in 25 more counties cheap water rates and expediteously carried truck rates over our good roads, combined, for high priced and unjust railroad carried service. In addition to the great volume of water carried commerce referred to in the foregoing, we seek to supplement and add to this the vast volume of water commerce which can be carried the larger part of the way to its destination upon the water at cheap rates and only the shorter part of the way upon high priced railroad rates.

Is this not a boon to be desired by every man who loves North Carolina and its whole people better than he does some railroad carrier or special interest?

It is not unjust to the railroads. It has blessed and given strength to other states and countries throughout the ages; it will bless and give greater strength and power and opportunity to North Carolina.

Water Competition

Water competition to rail transportation may be through all water transportation or only part water and part rail, but nevertheless competitive and recognized as competitive by the Interstate Commerce Commission.

As to transportation of the first class of freight, commerce or shipments to which I have referred, the Interstate Commerce Commission is without any regulatory authority whatsoever. Commerce may be sent over the water the entire distance from any other navigable water town to 25 counties of our State or if transported from there by truck, over our good roads, to 50 counties of our State, and there is no government tribunal, Federal or State, which has any jurisdiction whatsoever over it. It is most important that you should accept this statement as a fact. It is a fact. If we had water borne commerce moving from 25 counties of the State, and coupled with the good roads and truck from 50 counties of the State, to the coast towns of other states and back again, the railroads would have competition in transporting the first character of shipment referred to by me and they could not go to the Interstate Commerce Commission or any other government body for protection from it.

A great volume, I cannot give you the percentage, of the tonnage of our total commerce could be moved from the 50 counties upon navigable waters or in such proximity thereto as that the good road and truck

make it available for water transportation. This area embraces that part of our State where the best farming in the Union is done; where per acre planted and per farmer engaged the annual crops are more valuable than anywhere else in the whole republic. The lumber interests are still large. Manufacturing while not comparable to that of the Piedmont or western section is nevertheless far from insignificant. For the great area and large population I have mentioned, we can undoubtedly provide cheap water transportation instead of high priced railroad transportation for a large percentage of the total commerce moving in and out. And there is no power to prevent this or hamper or hinder it.

As to the second class of freight or commerce mentioned by me, to-wit: That moving the longer way over water and the shorter way over the railroad; the Interstate Commerce Commission has jurisdiction, but this great tribunal is just and rightfully enjoys the confidence of the whole country. It is not controlled by any prejudice against North Carolina. It is high above any improper influence of any character. It will accord to us as a matter of law just opportunity to avail ourselves of the longer haul by water and the short haul by rail. It will undoubtedly and as a matter of course permit the establishment of through bills of lading between the railroad carriers of commerce and responsible water carrying commerce companies. If a responsible ship company asks for a through bill of lading between it and any railroad and its connections doing the business of a common carrier from such water towns in our State upon terms that do not undercut and discriminate against the ports or water towns in other sections of the country its request will be allowed without contest or question. If a responsible ship company asks for through rates and a through bill of lading from Wilmington with the Seaboard Air Line railroad to towns on the old Carolina Central railroad on up to Rutherfordton including Charlotte, putting the port at Wilmington as to such shipment upon an equality with Norfolk and Savannah, there could be no contest about it and after this through bill of lading had been provided for by the Interstate Commerce Commission, any consignor of freight from anywhere could route it that way instead of over the all-rail competing road and the Seaboard Air Line railroad would be compelled as a matter of law under heavy penalty to send it in the way directed.

The same would apply to a ship company asking for general rates through and joint bill of lading out of New Bern or Morehead City over the Norfolk and Southern into the interior anywhere the Norfolk and Southern or its connections go. The same would apply to a proposition for a through bill of lading between a ship company and the Atlantic Coast Line from Wilmington or Southport or other water towns from which it does the business of a common carrier to anywhere its lines of construction go.

There is no way to prevent upon just and proper terms the people of this State forcing a common railroad carrier of the State to do business with those carrying freight by ship to and from our towns situated upon navigable waters upon just terms. If this were done we could cut our rates so as to put us on an equality with port cities in other states and then, coupled with the railroads, write a cheaper water transportation into the life of every community in North Carolina, situated nearer to our water towns than Norfolk, Charleston or some other city from which water commerce is carried.

If this was successfully done, and there is no earthly reason why it cannot be, then to the large volume of our commerce carried altogether over water at cheaper rates than rail would be added a mighty volume of our total commerce moving on a longer part of the way cheaply over water and only a short part of the way at high rates over rail, making a total rate for the whole haul substantially less than an all-rail rate would be.

It would not affect directly the third class or division of commerce or freight enumerated by me, but it would quite likely affect this class as water competition has done everywhere else it has been made actual throughout the United States. The third class would be affected in this way.

The result of healthy, vigorous water competition would be not the creation of a situation in which any shipper could go to the Interstate Commerce Commission and demand a reduction in freight railroad rates, but it would give him an opportunity at substantially less cost to avail himself of water transportation. It would be cheaper and in many instances faster and more dependable. This would result in the substitution of cheap water rates for much of the commerce or freight of our State which could be carried either wholly over the water or over the water and good road by truck or the longer part of the way over water and only the shorter part by rail; the railroads would be absolutely forced to meet the competition or lose annually millions of dollars for carrying over their roads the commerce of North Carolina.

Would They Meet This Competition?

They declare now their policy is not to meet water competition. When I was arguing cases during the Craig administration before the Interstate Commerce Commission for the reduction of our rates, the whole cry then was that we had not actual water competition, and they did not have to meet competition which was only potential. I do not know whether they will undertake to meet the competition or not, but I do know that if we will establish good service from our 25 counties from which it is possible to carry commerce over water and the 25 adjacent counties through which freight, by reason of the good road and the truck and the water, can be moved without railroad help, and establish

through bills of lading throughout water towns upon a fair basis, the railroads will either have to meet the competition or lose millions of their annual incomes now taken from the people of this State.

The Interstate Commerce Commission permits them to recognize water competition not to the extent that they were formerly allowed to do when they cut rates so low that the companies carrying commerce by water were unable to compete with them and had to perish, but they are still allowed to recognize this competition to a liberal extent by judgment and action of the Interstate Commerce Commission. They are whispering it about over the State that their policy is not now to recognize such competition. If they do not, North Carolina will save millions of dollars annually upon the first and second classes of shipments mentioned in spite of them. If they do meet the competition, which the Interstate Commerce Commission will allow them to do, and which I am absolutely certain they will have to ask for the right to do, then they would ask to cut their rates to the towns where they felt the water competition, in order to meet it. They have done this everywhere water competition has faced them throughout the United States.

If they did ask to meet it, then it would result necessarily in their not only cutting their charges upon the first two characters of shipment mentioned, but upon the third as well, for there is no carrying out of the first and second classes of shipments mentioned without reducing all the rates on freight carried by them to or from the towns where competition in the first two characters of the shipment affects them. It is not practical to find any way by which the railroads can reduce freight rates upon the two characters of shipment first mentioned above. They can find no segregation or classification to meet the situation. They must reduce rates to the places affected on all freight in order to meet the competition on the first two types of freight mentioned.

And if they do reduce freight to the towns where they feel water competition (and this refers to the interior towns where the competition is only part water and the other part rail or truck), then the law automatically extends such reduction to all nearby towns, that is, nearer the town where such reduced rates apply than to some other town enjoying as low or lower rates. This is a matter of law. I cite you to Section Four of the Interstate Commerce Act as amended June 18, 1910, and further amended February 28, 1920. In other words, the railroad cannot charge higher rates for transporting from and to a distant point than they charge to some intermediate point, plus the rate from such intermediate point to the distant point. If the railroads reduce freight rates under permission of the Interstate Commerce Commission to meet competition of all water rates to Wilmington, or part water and part truck and good road to Lumberton or to Charlotte to meet rates based on the longer part of the haul by

rail through Wilmington to Charlotte or Greensboro, then(automatically, points further on and around about the towns where such reductions were made would at once and as a matter of law, not favor, enjoy the reduction because the railroads could not charge a greater rate to a more distant point than the rate to one of the towns mentioned, plus the local rates on to such distant point.

It is impossible under the law for the railroads to reduce freight rates to Wilmington, New Bern, Greensboro, Charlotte, or other towns without automatically and as a matter of clear cut legal right, granted the people by Congress, without radiating such reductions to other towns more distant, and yet not nearer to a better rate, than the new rate would be. In other words any town takes the nearest competitive rate to it.

Do you not see, Gentlemen of the General Assembly, that through vigorous water competition we can either supply cheap water transportation for high and costly rail transportation upon a great portion of our commerce and thereby save our people millions of dollars annually, or batter down the fabric of injustice and discrimination upon which the whole freight rate fabric of the railroads in our State is based.

Says No Escape

There is no possible escape from the logic that water competition may be wholly water or partly water and partly rail, or partly water and partly truck, and that such competition will either have to be met by the railroads by substantial reductions of freight charges or the people will enjoy upon a mighty volume of their commerce cheap water rates instead of high costly rail rates; and that if they do undertake to meet this water competition, they will be compelled to readjust their whole freight rate fabric in this State and reduce rates substantially to practically the entire State, because we can make competition reach far into the interior of the State, and when this competition is met under the law it can only be met by reducing rates to the towns where the competition affects them, and this will radiate from such towns to far areas around and about. This is not only worth doing, but it will result in greater benefit to the people of this State than any measure ever enacted affecting material things.

RECOMMENDATIONS OF STATE COMMISSION

In the conclusion of its report to the Governor and Council of State, submitted on May 23, 1924, the State Ship and Water Transportation Commission summed up its conclusions and recommendations in the matter of port terminals and water transportation for North Carolina as follows:

Conclusions

Therefore, having considered these matters fully and to the best of our ability, the Commission would respectfully answer the questions propounded in the act constituting the Commission, as follows:

1. "If it is feasible and will be reasonably profitable to operate, freight rates and other advantages considered, one or more lines of ship and water transportation on the navigable rivers, sounds, and other navigable waters within the boundaries of the State and between the towns located on such navigable waters and towns and cities located beyond the boundaries of the State to the north and to the south along the Atlantic Seaboard and elsewhere."

The Commission believes that it is imperative for the good of the State that a maritime industry be created on the waters of the State, and that said industry will be both profitable in itself and will tend to reduce the freight rates throughout the State and place said freight rates on a parity with those of other states and localities. The Commission believes that this can be accomplished without the State embarking upon the shipping business.

2. "The cost of purchasing suitable and adequate boats and ships and the cost of maintaining and operating the same."

The Commission finds that coastwise ships and inland freight boats of varying types can, at this time, be purchased at very reasonable prices, and believes that, if private enterprise does not provide adequate shipping service, the State could undertake such purchase and operation to the great advantage of the people and eventually on a profitable basis.

3. "The practicability of obtaining docks, wharves and other landing places along the banks of said navigable rivers, and towns located thereon within the State, and the possibility of obtaining terminal facilities at towns or cities without the boundaries of the State and the cost of building, buying or renting the same."

Docks, wharves, and landing places are available at some 25 or 30 towns within the State and the Commission has been tendered sites through gift at Southport, Wilmington, New Bern, Morehead City, and Manteo, and others are promised. Docks and wharves are available in ports outside of the State on equal terms for all shipping interests.

4. "The reasonable estimate of the earnings of said one or more lines of water transportation to be operated and maintained by said Commission."

We find that at this time boats suitable for inland traffic can be purchased at prices ranging from $75,000 to $150,000 each, and operated at costs from $50 to $100 per day. Ships for coastwise traffic can be

purchased for prices from $150,000 to $300,000 each, and operated at costs from $100 to $250 per day. The purchase prices and costs of operation vary, as to type and tonnage of boats and ships.

As a further answer to the questions submitted to the Commission, the Commission finds that—

Without exception State-owned terminals have been self-supporting in every State where they have been built. That such terminals have not only been self-supporting but have paid off their bonded indebtedness and have effected a reduction in freight rates to the interior of the States that built them.

In the opinion of the Commission, the remedy for the present freight rate situation and the serious conditions that are likely to confront the State in the future can be obtained by the people only through definite and positive action by their General Assembly, and without such united action and patriotic endeavor our situation will continue to grow worse as compared to other sections of the country, and owing to the lack of port facilities of our own, we will be compelled to pay tribute to the upbuilding and enriching of other localities.

Recommendations

Further responding to the spirit of the act, the Commission would make the following recommendations:

1. That the General Assembly create a Port Commission of five members, vested with full authority to select sites, construct port terminals with all necessary equipment, and that the said Port Commission be given full power to establish a traffic organization, to enter and prosecute complaints, either through the Corporation Commission or otherwise, in connection with rates and traffic regulations, and to do all things necessary to carry out the purposes of its creation and to bring relief in freight and traffic matters to the citizens of the State.

2. That $7,000,000.00 be appropriated for the use of said Port Commission, or so much thereof as may be necessary, for the purposes enumerated above.

3. That the Port Commission be authorized to purchase or lease ships and operate the same, if in its opinion adequate shipping is not provided by private enterprise and that $1,500,000.00 additional be appropriated for this purpose, or so much thereof as may be necessary.

4. That the State acquire the Cape Fear and Yadkin Valley Railroad as a basis for a trunk-line railway from the Cape Fear basin to the Middle West, or otherwise provide such a trunk line.

The Commission believes and concludes that if the General Assembly will put these recommendations into effect, at a relatively small cost immense relief will be given to the State; that instead of begging for

fair rates, we will be in position to demand them; that instead of fearing that we may lose the concessions already grudgingly given, we will be in position to secure as favorable rates as other States that have prospered at our expense.

Up to the time of the Civil War, North Carolina was almost entirely agricultural. She had prospered because of her natural endowments and had built up an economic system based on slave labor. After the war she found this economic system shattered and began laboriously to work out her salvation. The progres at first was slow and disheartening. By the hardest kind of toil she has improved her agriculture so that she now takes high rank among her sister states. She has developed a manufacturing system chiefly in her native products, such as textiles, tobacco manufacturing and furniture making. She has succeeded in these because of her rare advantages in raw material and because of her water power. North Carolina has not prospered adequately in trade and commerce, she has been outstripped by many of the other states. She has built up no distributing centers. North Carolina has made all of this progress notwithstanding the most flagrant discrimination against her in freight rates; she has become a commercial territory of other states; she holds the remedy in her own hands; the remedy is at least one trunk line railway running east and west in addition to the trunk lines now running north and south across the State; and these roads should connect with a great port adequately equipped for sea-going ships with a system of smaller ports at suitable places along the coast and the sounds and rivers of the State for coastwise connections.

The Commission believes and so finds that this program is a necessary part of the great program of development undertaken by the State. This program consists of improvements in public health, in public welfare, in the education of all the people of the State, in the great highway system joining our people together in a homogeneous whole, and in the solution of our transportation problems.

If we have expressed ourselves in strong language at times, it is because we feel deeply the importance of this subject and are convinced that this program will give us relief in our transportation problems and that, instead of an unbalanced and possibly temporary progress, we will put our State on the road to an abounding, well balanced, permanent, and until now undreamed of prosperity, and in this faith and deep conviction we unhesitatingly and unanimously recommend that the General Assembly adopt and carry out these recommendations.

[The members of the State Ship and Water Transportation Commission were: R. M. Miller, Jr., chairman, of Charlotte; D. D. Carroll, secretary, of Chapel Hill; Emmett H. Bellamy, of Wilmington;

J. A. Brown, of Chadbourn; William A. Hart, of Tarboro; J. Y. Joyner, of Raleigh; A. M. Scales, of Greensboro; Chas. E. Waddell, of Asheville; Chas. S. Wallace, of Morehead City.]

HOW SHOULD NORTH CAROLINA VOTE ON PORT TERMINALS?

[Editorial in *The Progressive Farmer*, Vol. 39, No. 43, Oct. 25, 1924]

"What does *The Progressive Farmer* think about the proposal to have North Carolina build port terminals and try to develop water transportation? Are the people of the state going to be justified in authorizing a bond issue for these purposes on November 4?"

These are two questions that have been coming to us almost every week since the Legislature referred this question to the voters of the state for settlement.

Well, *The Progressive Farmer* has been earnestly and sincerely trying to find out the really significant and important facts in the case. We believe in progress, but we know very well that movement is not always progress. It is highly important to "go ahead," but it is just as important to first take time to "be sure you are right." We feared at first that the people were about to be rushed into a decision on a vast project without having had time for a full consideration of the issues involved. *The Progressive Farmer* has been slow in reaching a decision, just as we believe the vast majority of other North Carolinians have been slow in reaching a decision. But now that we have carefully and painstakingly gone into the matter, we don't mind saying what we think.

We think it is safer and better for North Carolina to vote "for the establishment of port terminals and water transportation" on November 4 than to vote "against port terminals and water transportation."

I

What are the outstanding facts that have led us to this conclusion? Here they are:—

North Carolina has a longer coast line, a vastly longer coast line, than any other state of all the thirteen states stretched on the Atlantic Ocean between Canada and Florida,—

And yet while we have the longest coast line of all these thirteen states, we have made the smallest use of the ocean of any of them.

Even little Delaware and little Rhode Island—little states that North Carolina could swallow without anybody noticing that we had done it—get a hundred times more benefit from their coast lines than North Carolina does with its 250 miles of shore line.

Of course, good harbors are not plentiful along our coast, but isn't that all the more reason why North Carolina should resolutely set out to develop a harbor? It was on the shores of North Carolina 340

years ago that the first English settlers came to America, and yet now, 340 years later, North Carolina for the first time is setting about what we hope will be a really successful effort to utilize the great natural asset the Almighty has given us all these years, and practically idle talent.

Oh, yes, of course there have been other efforts to build great seaports on our coast—but these efforts have been thwarted. Nearly a hundred years ago large-visioned men yearned and labored to develop their beloved state in this way. The courageous, daring North Carolina people generations ago built a great railway line from Asheville to a new port on the east called Morehead City. North Carolina helped build a great railway line from Mt. Airy at the foot of the mountains to the ancient seaport of Wilmington. These large-visioned fathers had visions of traffic and travel in vast proportions proceeding directly, easily, expeditiously, unvexed and unhindered from the mountains to the sea, developing all the country in between and opening up great North Carolina coast cities through which North Carolina would daily hail and salute across the seas the great cities and peoples of Europe and the Old World.

But what happened? Evidently through the scheming of powerful railway interests and largely aided by the negligence of our lawmakers, these mountains-to-the-seacoast railway lines were broken into impotent fragments—so that, for example, instead of going directly from Asheville to Morehead City, the traveler must probably change cars at Salisbury and again at Greensboro and again at Goldsboro; and instead of going directly from Mt. Airy to Wilmington, he must change at Greensboro and again at Sanford, etc.

Something ought to be done about this situation—something to blow up the dikes that have been built to thwart North Carolina's will and hinder her development. At first we were dubious of the port terminals proposal because it offered nothing directly to remedy this railroad situation. But now it seems to us that a vote for port terminals will mean that the people want the railway matter also straightened out; that a vote for port terminals will be a mandate from the people to our governors and legislatures and courts to get busy and do something to improve the mountains-to-seacoast railway service of the state.

II

How much will the establishment of port terminals reduce freight rates in North Carolina? We don't konw. We doubt whether anybody else does. But it seems to us that the effort is worth making. It seems to us that being forced now to choose between going forward and lying down, North Carolina had better go forward. The wisdom of this might still be doubted by many but for the fact that we already know

the sort of men who will control and direct the expenditure of any money that is spent for port terminals and waterways. Here are the men:—

Joseph A. Brown, Chadbourn, merchant, farmer, and experienced legislator.

A. M. Scales, Greensboro, distinguished and trusted business man and lawyer.

Arthur J. Draper, Charlotte, one of the South's leading cotton manufacturers.

George E. Butler, Clinton, lawyer of ability, initiative, and high character.

Wallace B. Davis, Asheville, successful and public spirited banker.

C. S. Wallace, Morehead City, capable merchant and shipper.

E. H. Bellamy, Wilmington, experienced lawyer and legislator.

Port terminals built of concrete will not decay or deteriorate rapidly. These men will not spend money except as that expenditure seems justifiable. They are able, honorable, capable, patriotic men—representative of all our leading industries and of both political parties. For our part we are willing to trust them.

III

North Carolina has yet had no notable benefits from her farflung line of seacoast. She has no great seaport. She has suffered much from unjust freight rates. She has suffered almost as much from the frustration of her purpose to maintain direct mountains-to-coast railroad service.

A vote for the port terminals, it seems to us, is a mandate from the people to get something done about all these important matters. A vote against port terminals, it seems to us, will be regarded as a vote to lie down and accept present evil conditions without protest. While feeling therefore that the port terminals proposal does not go far enough, it yet commends itself to us as the imperatively necessary and logical "next step" in our program of state development. For that reason we favor it, and for that reason we believe those who are hesitating should give the project "the benefit of the doubt" and either vote for it or else not vote against the proposition.

THE STATE'S PORT PROPOSITION

[Letter from J. W. Bailey, of Raleigh, to J. H. Etheridge, of Windsor, as carried in *The Charlotte Observer* for September 18, 1924.]

You ask me the following question:

"Do you think the benefits that would accrue to the people throughout the State would justify a tax of $8,000,000?"

I answer, Yes. It is estimated by conservative authorities that the people of North Carolina are paying $10,000,000 a year excess freights.

It is proposed to expend $8,000,000 to save this annual charge. If the people of North Carolina are paying as much as $1,000,000 excess freight, it would be sound economy to issue $8,000,000 bonds for the purpose of delivering them from this unjust expense. This is too plain to require argument. I am satisfied that the question before our people is not the question of the expense involved. The question resolves itself into two inquiries, as follows:

1. Are the railroads charging the people of North Carolina excess freights?

2. Will the measures now before our people relieve them of these excess charges?

It is beyond all question that our people are paying somewhere between five and ten million dollars annually in excess freights, that is, in freight charges which are (as compared with other States) excessive. The most notable comparison is with Virginia; but the comparison would stand as well if made with Iowa or Illinois or Indiana. It is the duty of the State to relieve our people of these excess charges; and the legislative branch of the State has referred to our people a measure designed to bring about this relief. So the matter comes down to this point: The people themselves will say in the election whether the State shall proceed to relieve its inhabitants of these excessive and unjust freights.

The second question is the real issue in the campaign: that is, will the measure as proposed bring about the relief contemplated?

I answer this question, Yes.

If the people vote affirmatively in the referendum, they will place in the hands of five absolutely trustworthy and really able men the matter of bringing about this relief. We all may differ as to how the relief will ultimately be brought about. One may think that the purchase and operation of ships will affect the matter. I do not think so; but I am perfectly willing to waive my judgment on this point, and trust the matter to this commission. Another may think that one port terminal, coupled with an east-and-west road independent of the north-and-south roads, will be sufficient. This is my view; that is, I think the State must recover the C. F. & Y. V. Railroad from the Atlantic Coast Line and the Southern Railway and build a port terminal at Wilmington or Southport—that is, at the deep-water end of the C. F. & Y. V. Road; and that then the C. F. & Y. V. Road shall be operated independently of the Seaboard Air Line, Southern and Coast Line; and that the operation of the C. F. & Y. V. Railroad in connection with an adequate port terminal will bring about a readjustment of our freight rates that would save the people of North Carolina from five to ten million dollars a year in freights, and this without any loss whatsoever in the operation of the road or terminal. I have thoroughly

studied the matter, and am committed to it. I believe that we can trust the commission appointed by the Governor not to spend a dollar unwisely. I know the members of the commission; and I would be willing as an individual, if I were suffering from an injustice, to put my estate in their hands, with orders to obtain justice for me; and I would not hold them to any one method. I would be willing to trust their judgment not to throw away my money; and, on the other hand, I would believe that they would not waste my money; that they would expend it only upon practical assurance that every dollar expended would be returned to me 10 times over.

I am sure the State can recover the C. F. & Y. V. Railroad, if those in authority really wish to recover it.

There is no possible way to bring about deliverance of this State from the handicap, injustice and loss its people now suffer by reason of unjust rates, other than to commit the matter to able and trustworthy men, and to give them funds and powers necessary to bring about justice. We cannot hope to do this great thing without expenditure of money. We must trust it to someone. We certainly cannot longer stand for the present situation.

You speak of the bonds as a tax. Please remember that we are now paying the railroads in freights about $55,000,000 a year; when, if our freights were on a level with the freights charged the people in other States, they would be about $10,000,000 less. The interest on $10,000,000 is $600,000. Is it not sound economy to spend $600,000 a year to save $5,000,000 a year or $10,000,000 a year? For my part, I would be willing to spend much more than $600,000 a year; and I think any other man would.

And remember that this proposed bond issue will require no tax whatever on property. It is the State's policy not to tax property for State purposes. This tax would come, therefore, from income, inheritance or franchise taxes. It would be sound policy to derive it entirely from railroad franchise taxes.

The whole question is whether our people are willing to trust the commission appointed by the Governor with a large sum of money, and give them an order to use that money in such a way as to relieve our people of great and oppressive burdens.

For my part, I am ready to trust this commission; and, further, I deeply believe unless we shall now proceed to trust this commission, our day of opportunity will pass, I fear, forever.

I believe that we can recover the C. F. & Y. V. Railroad. I believe that, if recovered, we can have it operated either by the State or some great system in competition with our north-and-south railroads and I believe that the operation of the C. F. & Y. V. road in connection with an adequate port terminal and by some railroad system independent of

the Seaboard, Southern and Coast Line, or by the State itself, will save the people of North Carolina no less than $5,000,000, and perhaps as much as $10,000,000, in every year. Furthermore, I believe that when the people of this State shall be put on an equal footing with the people of other States in the matter of freight rates, this State will go forward along all lines. We will build large cities; we will provide home markets for our farmers; our industries will flourish; and we will realize that the amount required for our deliverance was no more than a drop in the bucket, compared to the benefits received.

The key to our whole situation is this: We have no east-and-west railroad competition with our north-and-south railroads. We have deep water on our coast; but it is not worthy anything whatever to us; whereas, there is not another State in the American Union that has deep water that has not an adequate port; and from that port railroads running to the interior. Look at Virginia, Maryland, Delaware, Pennsylvania, New York, and you will find that this is so because they have deep-water terminals with east-and-west railroads independent of and in competition with the north-and-south railroads. All we need in North Carolina is to bring about similar conditions in this State. I am for giving the commission money and power to bring about these conditions.

Let me say that I was against the proposition when it was first mentioned; and I have come to my present conclusions from a thoroughgoing investigation of the whole matter. I wish that you would obtain a copy of the report of the State Ship and Water Transportation Commission.

THE BIG THING FOR NORTH CAROLINA TODAY

[Editorial in *The Greensboro Daily News* for November 4, 1924.]

With the exception of a few counties that sometimes go Democratic and sometimes Republican, and of one or two congressional districts which have in them many more Republicans than the other districts have, this is not election day in North Carolina, in the sense of a choosing of public officials. It is a referendum day. The duty has been placed upon the people of revising their constitution, under its provisions. By today's action in that respect the people must live for years, and in all probability for decades.

In addition, the people are called upon to assume some tasks in pure democracy, the sort of function that it has never been contemplated by the genius of this government should be exercised by the electorate. They are to say whether or not the state shall aid World War veterans to purchase homes. This will be a trifling thing for the

great State of North Carolina to do, it is merely a guarantee of credit that will not cost the people any money; but it will be a great thing for many of the men who offered their bodies in the great war.

The voters are also to say whether the port commission that has been appointed shall have some money, provided by a bond issue, with which to develop such of the seaports as it may appear feasible to develop, by constructing adequate, modern terminal buildings and other equipment. This has been recommended by a commission of men of admitted wisdom and honesty, named by the governor and confirmed by the senate; they recommend that it is very necessary for the state to develop its water commerce facilities, potentially magnificent. They have warned the people to do these things, in preparation to meet the operation of an inexorable economic law, the law of diminishing returns.

The difference existing between North Carolina's commercial development and the commercial development of the State's neighbors to the north is fundamental. Their transportation systems reach out and pile at their feet the wealth of the country, in which to trade. Our transportation systems merely pass through—and carry through the wealth of the states to the south, along with our wealth, for these favored sections. We live under the old law; their law is that it is better to receive than to give, if one purposes a great commercial development.

The basic plan of the port program is to change the transportation drift, from south to north across our state, to east and west through the heart of it; if the people have grasped that fundamental, this plan will be ratified by their votes today. We have that much confidence in the common sense of the mass.

That is the big thing for North Carolina today; the big opportunity that is within their grasp. The duty, the solemn responsibility, of ruling their own affairs, in the fullest sense, between sun and sun lies upon the electorate.

The opposition to this measure is railroad opposition. In Greensboro it is the Southern Railway Company opposition, in the main, and the cause is in the hands of that corporation's next friends. The friends of corporations are not friends from sentiment. Their exhibit of election-eve propaganda is a declaration that if the waterway development bill is ratified Guilford and Forsyth counties will be taxed a third of $8,500,000 and of the interest charges on that amount. This is to assume that there will be no revenue from the terminals at all, and that a million dollars will be spent for shipping, and seven and a half millions for terminals. It is improbable that so much will be spent for terminals. Not a cent will be spent for ships. The terminals instead of being a charge upon the state will produce revenue; and indirectly a profit that will put money in the pocket of every voter in Guilford and Forsyth, by saving it.

It may be quite true that these two imperial counties would carry most of the cost while the terminals were being built and until they should be in practical operation; true in the sense that a third of the state's revenue comes from them. The State would be merely underwriting, at that. But if there is anything wrong in this, then our whole economic system is wrong. Under this argument for potbellied isolation Guilford automobile revenue ought all to be spent on its own highways. It pays more than any other county. None of the county's income tax ought to go to the equalization fund. We should take care of our own soldiers, and no others. We should pay nothing for higher education than we get out of it.

North Carolina years ago became a State with a State viewpoint. It was only then, when the good God in his wisdom gave us a state-wide vision, that we began to progress. And in the magnificent enterprises of that progress Guilford men have been leaders. Who is it that now counsels the people of this county, this town, to espouse a course of hidebound provincialism?

A third of the support of the state? Perhaps so. Well, that is better than to pay half of it; and if the present broad policy is continued, unless something is done that will help in the economic salvation of the east, Guilford and Forsyth will have more of the burden of that section to bear than they are bearing now.

The benefit to Greensboro shippers and indirectly to all Greensboro and Guilford people will greatly offset any proportion of cost of carrying this enterprise until it shall have become self-supporting.

The real reason that certain gentlemen are asking Greensboro voters to repudiate this plan of commercial salvation for their town and for all the state is because they know that if North Carolina builds ocean terminals there will undoubtedly be a realignment of freight rates in the state, not to the personal liking of these favored sons. The minute that terminal development begins to take form, somebody is going to break in down there with railroad development to conform.

The best way we in Greensboro can serve ourselves in this is by serving the State; by helping the east and the western end, and all sections, to become self-supporting and contributory to our prosperity. Let's not be content to keep on paying with Forsyth, a third of the State's revenue.

References—Negative

AN ACT TO INCREASE TAX RATES

[By State Senator P. H. Williams, of Elizabeth City, in *The Raleigh News and Observer* for September 14, 1924.]

The proposition is now before the people to bond this already heavily bonded State for $8,500,000.00 for ships and terminals.

The project, designed by enthusiastic and visionary imaginations, is alleged to develop the eastern section of the State and at the same time to solve all our transportation problems. The writer is vitally concerned with the east, having traversed its coast line from north to south and having observed its changing commerce and trade for many years. It has progressed economically and commercially for the last twenty years, notwithstanding contentions to the contrary, if one will take the time to collect the statistics as to values on the tax books and the bank deposits which are the test of progress. However, its progress has not been commensurate with the Piedmont, thrilled by the activities of its increasing manufacturing industries. Indeed, the writer has made an honest effort to persuade himself that he too visioned the great light pictured by the proponents of this measure, that the project would stir and stimulate the east and place it on the highway of a greater prosperity, and that it would be the specific for all the transportation problems of the State. He has been importuned to support the measure, although he was not able to discern the earmarks of sound economics, upon the ground that it is an experiment, a speculation, in which large sums of money would be garnered from the wealthy and plutocratic Piedmont and exploited along the waterways of the more frugal east, and that the east had all to gain and nothing to lose from sponsoring the experiment. Allegiance to an immediate community might constrain a favorable response, might prompt the intellect to blink the disagreeable facts in the case and follow the emotions; but the allegiance to the whole State constrains one not to let the pride of prosperity lead him to follow a pipe dream and to be overcome by rhetorical word pictures that are mere gratuitous assertions, allegations without substantiative evidence which cannot stand before the searchlight of facts and reason. In the consideration of any question of vital importance to a people, conclusions are arrived at very often too hastily from too shallow sources.

(1) The facts in hand are not of sufficient extension and comprehension to enable one to arrive at correct conclusions, but are provincial in character and the illustrations are not illustrative. For example a person discovers gas exuding from the surface, jumps to the conclusion that a huge reservoir of oil lies just beneath the surface and expends a vast

amount of enthusiasm and money to find that the gas effusion was the product of some temporary decaying vegetable matter just below the surface and the result of his wild-catting is just a hole in the ground. Thus gas fumes are often mistaken for the signs of substance.

(2) Many conclusions are arrived at by the observations of fractional truths and arousing the emotion of prejudice, weapons that are too often employed in the trial of causes, on the political hustings and in the consideration of economic questions, and are the effusions of provincial minds and a weak cause which culminate in false conclusions. On the question before us we dig deep, study comprehensively and think nationally before correct conclusions are reached.

The Basic Facts

In the very beginning of our study of this proposition there are certain indisputable facts that should be known as a basis upon which to build and to find other facts.

(1) Freight rates and transportation are not fixed or determined by State lines, but all the ports of all the states are free and open to every state upon the same terms and conditions as they are to the state in which they are located. No state gains or enjoys a special advantage over other states by reason of a port located within its borders, save that of nearness to its industrial centers.

(2) The Ship and Water Transportation Commission on page 39 of their report found as a fact that, "The charts show that the only deep water ocean inlet along the North Carolina coast that will permit the development of ocean traffic and that will avoid the dangers of the North Carolina capes is the Cape Fear River." This finding at once excludes all other locations in North Carolina from further consideration and is undoubtedly correct.

(3) Ships avoid the dangers of the North Carolina capes, the graveyard of American shipping, and the insurance companies charge extra premiums for the hazards existing at these capes.

(4) Take your map and obtain a clear conception and a correct picture of the relative position of the Cape Fear basin to the industrial center of North Carolina. The entrance to the Norfolk port is located on the 37th parallel of latitude. The industrial center of this State lies between the 35th and the 36½ parallel, or one-half to two degrees south of the Hampton Roads parallel, or one-quarter to one-three-quarters south of the Norfolk parallel. The entrance to the Cape Fear basin lies a little south of the 34th parallel, or one to two degrees south of the industrial center of the State; upon about the same parallel as Columbia, S. C., and Gainesville, Ga., and south of the industrial centers in South Carolina around Greenville and Spartanburg.

(5) The flow of traffic from and to North Carolina is principally north and west. Thus I shall argue later that the Cape Fear basin is

too far south to serve the industrial centers of the State, and that a commodity leaving Raleigh or Greensboro for New York would have to travel about two hundred miles farther via Wilmington than via Norfolk, saying nothing of the hazards of the capes and the extra premiums collected for such hazards. One must of necessity keep these landmarks of uncontroverted facts in mind when endeavoring to ascertain a correct conclusion. Nor must one be disturbed in regard to the major ports of Boston, New York, Baltimore, Norfolk, New Orleans, Los Angeles, and San Francisco. For they are the product of converging railroad termini both of the middle west and the transcontinental lines, the mobilizing centers of all these rail lines which produced ships and terminals and are not the products of ships and terminals. To compare the Cape Fear basin located on North Carolina's peninsula south of the industrial center and deformed by the hazards of Hatteras, with the development at the above mobilization centers, is about as productive of sound economic results as would a conference of physicians to discuss the ways and means of growing an ant into an elephant.

Reviewing the Facts

With the above facts in view, this first of a series of articles will consider the financial side of the controversy. A good business mind makes an exhaustive and comprehensive inquiry as to the feasibility and practicability of the scheme. He gathers, correlates and parades the facts in review before his economic vision several times before arriving at a conclusion. If the facts are sufficient to justify a conclusion that the measure is reasonably practicable and promising, he passes on to an examination of his financial status to ascertain whether the state of his finances warrants the experiment, or whether in case of failure of the experiment, it would involve him in considerable embarrassment. Sometimes, if his financial condition will not permit of the launching out into untried, experimental and hypothetical fields, he holds the idea in abeyance for some future date. This series of articles will first discuss the condition of the State Treasury which is very essential to this inquiry, and then will follow an inquiry into the feasibility and practicability of the experiment and speculation.

Powers Conferred by Act

The expressed powers conferred by the act in the event that the people ratify and confirm the act at the polls in November, are:—

(1) The establishment of a Port Commission of splendid men but unlearned and inexperienced in freight rates and transportation, to select sites and construct port terminals wherever in their unlearned wisdom they think they are needed; to establish a traffic organization

for the ships and terminals; and to do all things necessary to carry out the purpose of their creation. This is a wide and practically unlimited power such as finds no precedent in any other State.

(2) To bond the State for the sum of $7,000,000.00 for use of the Port Commission to carry out the purposes of their creation and of the act. The State is already very heavily bonded, and in this respect ranks in the forefront of American States.

(3) To bond the State for an additional $1,500,000.00 for the Port Commission to buy and lease ships, with the experience of the U. S. Shipping Board before us in losing in the same kind of venture from $25,000,000 to $50,000,000 annually. The proponents of the measure suggest that it will never be necessary to issue the ship bonds or operate ships. If they so believe, why were they so anxious to have this provision included in the act and this power conferred upon the Port Commission?

The implied powers conferred in the act are more dangerous to the welfare of the State than the expressed powers and should not escape the attention of the people of the State in the exercise of their sovereign powers. The Port Commission has the implied power of drawing their warrants upon the State Treasury to pay the salaries and expenses of the Port Commission, to pay the salaries and expenses of a traffic organization, to employ and to pay the salaries and expenses of a vast army of state employes to operate and maintain the ships and terminals, to buy and sell coal at the proposed dumping terminals at Southport, and to pay the maintenance, insurance, interest and sinking funds accumulating as a result of the experiment. This must of necessity entail a very heavy burden upon the State Treasury, certainly, in the most optimistic light, for several years, and which can only find its solution and its reflection in heavier and higher taxes upon the people of the State who are demanding tax relief which has been promised to them both in primary and pre-election campaigns.

Thus in the consideration of this proposed measure for ships and terminals people have a right to know the present condition of the State Treasury and that the State is already heavily bonded and will be more heavily bonded to take care of the demand for dependable roads, which is the solution of our future prosperity, rather than ships and terminals.

(1) The General Assembly at the last regular session, when confusion existed as to the status of the State Treasury and no one seemed to know whether there was a surplus of $2,500,000 or a deficit of more than $5,000,000, proceeded under strong persuasion with a program of progress, increased appropriations for State institutions and made lib-

eral appropriations for new objects, but made no provisions for the increase of revenue, hoping that the Treasury was not in a deficit condition and that increasing prosperity would solve the problem.

(2) But the report of Price, Waterhouse and Company on page 64, column two of their report, shattered the hope that there was no deficit. For they found that on November 30, 1920, there was a surplus in the Treasury of $673,098.39, on December 31, 1922, the surplus had been turned into a deficit of $5,147,087.82, and that the current expenses in twenty-five months had exceeded the current revenues for the General Fund by $5,820,186.21.

(3) The balance sheet issued jointly by the State Treasurer and Auditor, as of December 31, 1923, showed indebtedness as follows:

Cash overdraft on other funds	$5,434,433.02
General Fund Notes Payable	500,000.00
Total deficit	$4, 934,433.02

(4) The Secretary of State in his very able address before the Democratic State Convention, showed that for the first three months of the year 1924, the current expenses exceeded the pro rata of estimated revenue by more than $500,000, or that the General Fund was running to a deficit in excess of $2,000,000 annually, and stated that it was necessary for the State to raise $15,000,000 annually to take care of the accumulating current expenses.

(5) General business conditions prevailing this year, especially in the textile industry, convince us that revenue under existing statutes will largely decrease, and that either a curtailment of the current expenses must be made or a substantial increase in the tax rates will be necessary to meet the current expenses, to stay the accumulating deficit, and to liquidate the deficit of seven or more millions incurred during the last four years.

Governor Himself Called Halt

(6) Our distinguished Governor said during the last regular session of the General Assembly, just after the enactment of the unprecedented appropriation bill, that it is now time to call a halt, to take account of stock, and to allow time for the growing State to catch up with the advanced measures put into execution during his administration. This was good logic and sound wisdom. However, in the light of the facts, it seems compulsory to lift the taxes, and just at a time when the Federal Government, State Governments and the people as voiced, promised and championed in the last primary, are demanding tax relief and tax reduction rather than more grievous yokes.

(7) Yet in spite of this known condition of the State Treasury, this logic and wisdom of the Governor and this demand of the sovereign people, the ardent proponents of ships and terminals are advo-

cating the launching out into untried, uncertain, experimental and hypothetical fields involving grave doubts of success and effulgent with dismal failure, the bonding of the State for $8,500,000 for the unprecedented experiment, and the burdening of the State Treasury and the people with a cumulating heavy expense, the magnitude of which is beyond calculation and realization, but certainly many times in excess of the bond issue for construction.

(8) This project should not be styled an act to reduce freight rates, but an act to increase tax rates.

WILMINGTON AND SOUTHPORT WOULD BE THE BENEFICIARIES

[By State Senator P. H. Williams, of Elizabeth City, in *The Raleigh News and Observer* for September 18, 1924.]

If we keep in mind as fundamental that all ports in the United States are free and open to each state upon the same terms and conditions as those of the state in which the port is located; that no state enjoys any peculiar or general advantage by having a developed port within its boundary, other than that of nearness to its industrial center; that the flow of traffic in North Carolina is north and west; that Wilmington-Southport is located on the southeastern peninsula of the State and on about the same parallel of latitude as is Columbia, S. C., and south of the industrial center of North Carolina and that of South Carolina around Greenville and Spartanburg; that a commodity leaving Raleigh or Greensboro for New York would have to travel from 150 to 200 miles farther via Wilmington-Southport than via Norfolk, and be at the same time subject to the hazards of Hatteras and the extra insurance premiums on account of such hazards; and that the rate-making power for interstate shipments is vested in the Interstate Commerce Commission, it is clear and convincing to the experienced economic mind the direction in which traffic will flow from the State.

Thus in the light of the above incontrovertible and outstanding facts and the findings of facts by the State Ship and Waterway Commission, it becomes evident that this is primarily a Wilmington-Southport project which will have no beneficial effect upon other parts of the State, but will be a burden in the increase of taxation to build and maintain the terminals and run the ships. As to the findings of fact by the State Ship and Waterway Commission, they have written a book, and in this book they have expressed a studied conviction that Wilmington-Southport are the only points on the North Carolina coast where ocean port development is practicable and possible. On page 50 appears the following language: "Morehead City can serve inland waterway traffic. It might possibly be developed for ocean coastal traffic." Note the doubt expressed in the word "possibly." On pages 59-60 as to Beaufort: "Inland waterway and coastal. No foreign busi-

ness done at this port at this time. No belt line railroad. No need in this instance. Norfolk Southern Railway only service here." One short line railroad has never made a port. On page 39 as to Cape Lookout: "Is also a dangerous section, as its shoals extend in a general southerly direction for a distance of eight miles. The harbor is not connected with the mainland, being separated from it by Core Sound. It is about 11½ miles by water to Morehead City, the nearest railroad line. As a port of entry, its geographical and physical qualities preclude its consideration." As to the Cape Fear basin on page 39, "Cape Fear, the third point of dangerous navigation on the North Carolina coast, has shoals extending in a S.S.E. direction for about 12 miles. The Cape Fear River empties into the Atlantic Ocean on the westward side of the cape, the mouth of the river then gaining protection from all winds except those from S.S.E. to S.W. The charts show that the only deep water ocean inlet along the North Carolina coast that will permit the development of ocean traffic and that will avoid the dangers of the N. C. capes is the Cape Fear River." This report was solemnly signed by and its correctness vouched for by all nine members of the commission, including Commissioner Wallace who lives at Morehead City. It excludes from further consideration all other localities, and fixes Wilmington-Southport, located on the tip end of the State's southeastern peninsula and far from the south of the State's industrial center, as the only practical and possible point for ocean development.

Results of Changed Conditions

It is anticipated that Wilmington-Southport will admit the correctness of these findings of the commission and will be enthusiastic to sponsor the culmination of the project for the following reasons:

(1) Years ago when we were learning our geography, Wilmington was heralded the premier city of the State and one of the most important southern ports. This exalted position has been overshadowed by many cities in the State, whose economic location relative to the flow of commerce was more fortunate. The sting of pride encompasses many vagaries.

(2) Years ago cotton manufacturing was confined to the New England States and foreign countries. At that time Wilmington was an important cotton shipping port for large producing areas in North and South Carolina. It was necessary to ship cotton to this point for export to the manufacturing centers. The flow of this commodity has largely altered its course. The industry has marvelously developed in the Carolinas, North Carolina manufacturing more cotton than it produces. This cotton instead of moving to Wilmington for water transportation is moving inland to the Carolina manufacturers in large

quantities. There is a rumor afloat that because of the above fact, the largest cotton factor in Wilmington is contemplating moving his business to Texas.

(3) Thirty years ago the immense pine forests in Southeastern North Carolina and Northeastern South Carolina produced large quantities of naval stores which found an exclusive outlet through the port of Wilmington. Its wharves were crowded with these commodities. Today the industry has disappeared together with the demand for ships and terminals for its transportation.

Loses Ground as Distributing Center

(4) Years ago, Wilmington was a large and important distributing center, the only one in the State south of Norfolk. Today it has lost its status as a factor in this respect on account of commodities moving directly from producing centers to points of destination instead of to New York and other coast cities and from there to points of destination, and on account of a newer and better economic age, the development of the local jobber in nearly every city in this State and South Carolina, intensively cultivating his particular plot of ground, and elbowing out the large and long distance jobber.

(5) Thus from these natural and economic causes, the change of commercial flow, and this unfortunate peninsula location, the once premier city on nearly the same parallel of latitude as Columbia, S. C., has failed to grow and expand. It feels the need of some artificial stimulus to awaken its waning powers, and visualizes in the State expenditure of millions for ships and terminals a quickening of its commercial prowess. However, it is too wise to exploit its own money and assume any responsibility for the enterprise in the face of its declining water transportation, and the failures at West Point, Va., Brunswick, Ga., and the five attempts at Southport.

From the report of the State Ship and Waterway Commission on pages 106-107, it appears that Wilmington has more than ample terminal facilities equipped with modern conveniences for handling traffic. It would seem from this report that it has more terminals and ships than are being used, and an available surplus for the use of others. But the writer would suggest that if Wilmington-Southport, the primary beneficiaries from ships and terminals, think they need some additional port facilities and ships and have confidence in their water commerce potentialities, that they construct for themselves on the sites offered to be loaned to the State such terminals and run such ships as is found expedient, that they select their own port commission from experienced traffic men, and that they employ the alleged huge profits to reduce the municipal tax rates. Instead of pursuing this businesslike and economic suggestion, and of finding sufficient traffic for the existing terminals and ships, and of adding others as the traffic increases,

Wilmington proposes to donate a site only so long as the State maintains and operates terminals on the site. In the event the terminals show a loss, the State must either continue operating the terminals at steady accumulating loss to be paid by the taxpayers of the State, or it must lose all that it has invested in the enterprise. New Bern makes the same kind of safe proposition. This is not a proposition to stake the value of the sites offered against the money of the taxpayers of the State invested in terminals and ships, but a shell game in which the cities cannot lose, but must gain whether the venture is a success or a failure.

Privately Owned Terminals

It has been several times suggested that Wilmington-Southport sponsor a corporation with sufficient capital stock to float the enterprise, have a fair amount subscribed by the citizens to show their faith and confidence, employ the proponets to sell stock throughout the State, relieve the opponents from becoming compulsory stockholders, and divide the alleged and optimistic accumulating profits among the progressives. This would be democratic, keep the State out of the shipping business which has occasioned such a loss to the Federal Government, and prevent the increase of taxation for ships and terminals. The proponents contend that these suggestions are unworkable, because private individuals and corporations cannot successfully operate terminals. If their contention be true, then most of the terminals in the nation are failures and the taxpayers of this State should beware. It is common knowledge that private individuals and corporations manage an enterprise more economically and successfully than governments, especially democracies. Where wise men fear to tread, let others beware!

Ships and terminals are by no means the end of the projects the proponents have in contemplation, but are simply an entering wedge to bind the State to a number of communistic enterprises. On page 13 of the report, the State Ship and Waterway Commission says, "The proper terminals and port facilities for a great seaport for ocean traffic should be provided in the Cape Fear basin," and on page 14 follows this statement with, "We must create a condition which will compel a proper rate structure, and in the opinion of the Commission we will never obtain justice until we build our ports and have trunk line railroads connecting our leading port with the great middle west." Then follows a long statement in reference to the C. F. & Y. V. Railroad as the logical rail line to be extended to the coal fields and the middle west. This, then, is an admission by the Commission that the objective of their proposition, a lower freight rate structure, will not be obtained by the construction of terminals and the running of ships, unless the State plunges much further into debt, acquires the C. F. &

Y. V. Railroad, extends it to the coal fields and the middle west at a cost of many more millions of dollars. A railroad which has been a losing enterprise for everyone that has attempted to operate, and which no doubt the railroads that now own it and the bondholders would be delighted to unload on the State, and a policy upon which the State is asked to venture without promise of success, but of increase in tax rates unto future generations.

PORT BILL LACKS ECONOMIC SOUNDNESS

[By State Senator P. H. Williams, of Elizabeth City, in *The Raleigh News and Observer* for September 21, 1924.]

The bill propared by the proponents of ships and terminals and referred to the people for ratification, contains misleading, uncertain, indefinite and unprecedented features that should be scrutinized carefully by the voter before he casts his vote.

A. The ballot will be very adroit—ingenuous and deceptive. It should have contained the words, "For Bonds for Ships and Terminals," and "Against Bonds for Ships and Terminals," which would correctly express the true intent of the act. Instead of a ballot expressive of the intent of the act, the proponents succeeded in having adopted a ballot, "For Establishment of Port Terminals and Water Transportation," and "Against Establishment of Port Terminals and Water Transportation," which does not suggest to the average voter the effect of his vote, but is a deceptive device to foster the desperate cause of the proponents.

B. The act is unprecedented in any other state, lacks financial vision and economic soundness, and is dangerous for the perpetuity of the good name of the State.

People Should Have Facts

(1) The proponents of the ships and terminals tell the people that either North Carolina is wise and all the other states foolish, or that all the other states are wise and North Carolina foolish. This statement is not substantiated by facts, nor can it be. The people should be informed as to what states have issued bonds for building terminals and running ships and that the State of Georgia has recently rejected the same kind of proposition. We should know how many bonds have been issued by the State Governments of Connecticut, New York, Pennsylvania, Maryland, Virginia, Georgia, South Carolina, Florida, and the other 48 states for state-owned ships and terminals. The fact is that comparatively few have constructed terminals, none launched into the shipping business, and would not after the experience of the U. S. Shipping Board with a loss approximately of $50,000,000 annually, and those which have issued bonds for terminals have builded at a point where there are terminals of many converging rail lines bringing increas-

ing tonnage for water transportation, and not to bolster a declining water traffic. These have been builded and operated almost exclusively by municipalities, rail carriers and private companies.

(2) At the 1923 regular session, in a special message, the General Assembly was informed that there was in the State treasury a surplus of $2,500,000 and that they ought to appropriate $2,000,000 to build some terminals to run some ships. A State Ship and Waterway Commission was appointed to study the economy of the suggestion, to employ transportation experts to make a survey of the traffic field, and to report back to a regular or special session their findings of fact and their conclusions. At the special session when the $2,500,000 surplus had faded into a deficit of about $6,000,000, this Commission made their report recommending $8,500,000 for the enterprise instead of $2,000,000, with no estimate as to the amount to be expended at Wilmington, Southport, New Bern and other locations to care for the commerce, with no suggestion as to the amount of tonnage for water transportation that could be reasonably expected, with no figures as to the probable cost of operation, maintenance and insurance of the ships or terminals at any location suggested, with no estimate as to the revenue that might be reasonably anticipated, and with no estimate of the number of ships and the probable revenue to be obtained from same. They just recommended $8,500,000 to be spent by a Port Commission of unlearned and inexperienced men in water transportation in building terminals and buying ships wherever they please, with no requirement that investments be made so as to pay cost of operation, maintenance, interest and sinking fund and with no definite tangible promise of a freight saving to any community except some possible local benefit at the water points which would not be sufficient to pay the salary and the expenses of the Port Commission. No sound business man, no community, no State and no nation ever invested a dollar in an enterprise with such meager facts and intangible promises.

No State Investment in Ships

(3) Some States, not more than half a dozen, have invested in terminals at designated locations, but no State in ships, and where a State has made an investment in terminals it has been at a point of increasing tonnage demand for water transportation, the location definitely designated, the estimate of cost specified, and the probable cost of operation, maintenance and income figured by an experienced port and transportation specialist after a full and complete survey of the situation. In this State the people are asked to sponsor the project at whatever location designated by the Port Commission with no promise as to cost and income.

(4) The power of determining terminal charges is vested in the Interstate Commerce Commission, and an action is now pending before

this Commission to reduce the rates for use of these facilities at the South Atlantic Ports. This fact seems to have been overlooked by the State Ship and Waterway Commission, just as they seemed to overlook the provisions of the Transportation Act of 1920 and that the power of making interstate rates and the supervision of intrastate rates for freight transportation were vested in the Interstate Commerce Commission. Thus the State is importuned to sponsor an enterprise over which it has no power to regulate the rate of charges, but subject to an overlord Commission.

No Details in Offers

(5) On page 56 of the report of the S. S. & W. Com., New Bern offers a certain terminal site, provided the State will build and operate terminals on the site, and on page 46, Wilmington offers a site with the stipulation that the State will build and operate terminals on the site. No estimate is disclosed of the sum to be expended at either place, the amount of tonnage pressing for water transportation and the probable revenue that may be anticipated, but the inexperienced Port Commission can spend at these locations whatever it pleases. If the venture is unprofitable and a failure, the State must either continue to operate the terminals with a continuing and accumulating loss for the taxpayers to liquidate, or it must sacrifice the unwise investment to the cities and towns who are under no binding obligation to make the ships or terminals self-sustaining. The taxpayers of the State have all to lose and nothing to gain, while these cities and towns have all to gain and nothing to lose. They stake nothing against the taxpayers' $8,500,000, and in case of failure stand to get the offered sites returned with the investment made by the State on the same. The State is placed in a position of being dethroned of its enviable reputation for sound political economics and of suffering the pangs of communistic schemes such as North Dakota with a state-flour mill that lost its entire capital stock in twelve months, with a state-flour mill that lost 250 per cent of its capital in the brief period of its operation (loading the deficit on the taxpayers) and with a larger state flour mill, costing $500,000, which from the beginning of its operation lost $50,000 per month.

Absence of Safeguards

C. There should be safeguards in the bill to prevent the loss of the State's investment and the taxpayers' money.

(1) The bill should have provided that the cities and towns which want terminals and ships from State aid, should file applications for the same, stating their needs with an estimate of cost coupled with a binding agreement to protect the State against annual loss by leasing the terminals and ships, and to operate the facilities with their own designated municipal commissions at a sufficient rental at least to cover opera-

tion, maintenance, interest and sinking fund. This plan *(a)* would safeguard the State's investment and the taxpayers' taxes; *(b)* would create incentive to support them with traffic and operate them economically; *(c)* would be a test of faith and confidence in the income-producing power of the ships and terminals at the location and in support and soliciting business for them; *(d)* would cause conservatism in demand and the avoidance of wasteful expenditure; *(e)* would impart no ill-will between the cities which wanted ships and terminals and those which did not; *(f)* would be fair to all and partial to none, and relieve the State authorities and any Commission of the State from a suspicion of partiality and of preferring one locality to another in locating terminals, running ships and soliciting patronage for them; *(g)* and of paramount importance would obviate the necessity of providing new and increased State taxes for the operation and maintenance of terminals and ships, and for the interest charges and sinking funds on bonds authorized for port terminals and boats.

Unsafe and Dangerous

D. In view, therefore, of the unsafe, uneconomical and dangerous draft of the bill, even those who are convinced that port terminals built and ships run by the State will be beneficial to the entire State, should at least be interested in and desire the State's protection from possible serious loss and complication in its investments; should demand that there shall be no consequent increase in taxes to meet resultant deficits; should not wish to compromise the good name of the State by launching into speculations without promise and with a paucity of facts and procedure that is not only alarming, but unprecedented in the State's or nation's history; and would do well to vote the ballot "Against Waterway Development" and request the next Legislature to consider another program upon a firmer, and sounder economic basis. All that you can say of the present bill is that it appropriates $8,500,000 for an inexperienced Port Commission to build some terminals somewhere, and to run some ships somewhere.

BONDS, SHIPS AND TERMINALS

[By State Senator P. H. Williams, of Elizabeth City, in *The Raleigh News and Observer* for September 28, 1924.]

The proponents of bonds, ships and terminals appear to be either struggling in a morass of ignorance or aimlessly wandering in a jungle of unconscious fallacies when they tell the folk, as did the Governor in his speech at Lumberton, according to the press reports, that the rates between points of the South, like Birmingham, and points in North Carolina are higher than to Norfolk and Richmond, or that rail carriers haul traffic through North Carolina to Norfolk and Richmond at a lower rate than to North Carolina cities. These rates

became unlawful under the Transportation Act of 1920 and the I. C. Commission, in whom is vested the jurisdiction over inter-state rates, three years ago in Docket I.C.C. 10,500 required the rail carriers to revise their general rate structure between points in the South and points in North Carolina so as not only to be no higher than to Richmond and Norfolk, but upon a basis lower than Norfolk and Richmond on account of shorter distance of haul, which rates have been in effect about three years. In the interest of fairness in this economic discussion, the whole truth, if known, should be told the people that they may exercise their ballot sovereignty in the light of the whole truth.

There may be, however, some exceptions to the foregoing revisal, not yet corrected, on special commodities like the one selected by the investigator for the State Ship and Waterway Commission, to-wit: the rate on cast iron pipe from Birmingham to Norfolk and Richmond (and also to Wilmington which the investigator cleverly omitted), being lower than to interior points in North Carolina, but he should have added for our full information South Carolina and Georgia, so as to inform us that there was no discrimination to interior points in North Carolina when compared with the inland points of South Carolina and lower Virginia, and that the discrimination only existed when the inland points in North Carolina were compared with Norfolk, Richmond and Wilmington.

This relic and survival of the old, but now discarded, idea in rate making (the burden of the proponents' swan song), that water points, either actual or potential, were entitled to lower railroad rates than inland points, is in process of elimination to conform to the provisions of the Transportation Act of 1920 and is being consigned to the scrap heaps of past traffic history. General class rate schedules and many commodity rates have already been revised, and a complaint in this particular case, so often referred to by the proponents, to the I. C. Commission, would be the remedy, since it is a specific violation of law as contained in I. C. C. Docket 10,500. The result, however, would be, judging from the procedure in similar cases:

(1) That the rate from Alabama foundries to Wilmington and to the Virginia gateway cities would be increased to a "dry land" basis, and possibly a slight reduction also to interior points in North Carolina, South Carolina and lower Virginia. Does Wilmington favor this?

(2) That to the extent to which rates on cast iron pipe were reduced from Alabama to inland points in North Carolina, South Carolina and lower Virginia, to the same extent, apparently, it would increase competition with a North Carolina industry, the cast iron pipe industry at Charlotte, which the writer is informed brings in about 12,000 tons of pig iron annually, converts into iron pipe and ships to points in this and other states. Does Charlotte favor this?

(3) The coal rates from Virginia and Tennessee mines to Wilmington are lower than to inland North Carolina points of shorter distances and over the same rail lines. Again no advantage gained by inland points because of the Wilmington port within our borders. This could also be corrected in line with the other cases by complaint to the I. C. Commission. Does Wilmington favor this and will she sponsor the proceedings?

(4) On page 112 of the report of the State Ship and Waterway Commission, we are shown that the rate on grain from Chicago to Wilmington is 40c, to Raleigh and Goldsboro 45½, to Fayetteville 48½. No advantage in this instance to inland points from the port city on the Cape Fear. If Wilmington were a Virginia city, the proponents would herald and vociferously proclaim this along with the iron pipe case, a terrible, an alarming and disgraceful discrimination. Why does such violence reign supreme?

The reader has already observed that in the above cases about which the State Ship and Waterway Commission, the Governor and the other proponents raise so much clamor, Wilmington is also a favored city along with Norfolk and Richmond, but no mention is made of this existing discrimination in favor of Wilmington. If it is wrong in one case, it is wrong in the other, and the inland points instead of securing a rate advantage from its city located on the Southeastern peninsula on about the same parallel as Columbia, S. C., is suffering an actual discrimination therefrom, if the contentions of the proponents be tenable.

It is admitted that all of these cases are a discrimination against the North Carolina inland points, contrary to law, a forbidden discrimination which existed before the Transportation Act of 1920 and not yet corrected, that should be corrected, and can be corrected inexpensively by proper complaint to the I. C. Commission and not by spending millions in adding more wharves and terminals to the 73 wharves and piers of all kinds now at Wilmington, well equipped as they are said to be with modern mechanical devices for loading and unloading, and with 350 feet frontage of municipal docks open to all free of charge, in addition to the railroad and steamboat terminals.

The peculiar thing about this controversy is, that because Wilmington is not a Virginia city, the State Ship and Waterway Commission found, the proponents and the Governor find and suggest no cause for investigation or for indignation.

The press reports quote our distinguished Governor as saying in his speech on September 8, that the freight rates in Virginia are about one-third less than in North Carolina. As usual no authority was quoted for this apparent hearsay statement which is pricking to our State pride and damaging to our world reputation. If the Governor

was correctly reported, the writer is sure that he would appreciate and that it would be gratifying to him to know that whoever gave him this information is ten years in arrears of transportation facts, and that freight rates in North Carolina are generally lower for the same distances than in Virginia, South Carolina and Georgia, although these States have admitted developed ports and ships.

My next article will take up this phase of the subject in detail and demonstrate by comparison of general rate levels, rather than by isolated instances, which prove nothing of value, that the proponents of boats and terminals are grossly misrepresenting the general situation. It should be constantly kept in mind that the real issue involved is not one of discrimination, but whether bonds, boats and terminals furnish a remedy for any discrimination that exists. The proponents of these measures are appealing to prejudice and hope to incite such indignation by featuring isolated instances of discrimination that they will escape consideration of the main question as to whether boats and terminals will remedy conditions, and my next article will deal more fully with this subject.

THE PORT TERMINAL BILL

[Excerpts from an address by James T. Ryan, of High Point, before the Rotary Club of High Point on October 2, 1924.]

The Ship and Water Transportation Commission assumes as a fact that water transportation would require and justify a reduction of rail rates. We must base our conclusions as to this upon the Federal law. Under the law rail lines may not meet the competition of water lines except upon permission granted by the Interstate Commerce Commission, after a full hearing and upon a showing that the rates proposed are compensatory. Without a permission of the Commission, a railroad may not reduce rates to meet water competition without reducing the rates to intermediate interior points.

Those who are favoring the proposition are taking the position that competition may not be met by rail lines, except where there is actual competition and not potential competition. They assume that by the establishment of terminals and boat lines North Carolina will have actual water competition and the railroads will meet such competition, under the law, resulting in the reductions to interior North Carolina points. They overlook the fact that railroads are not required by law to meet competition. This is purely a voluntary question of policy for the railroads to decide and then they must convince the Interstate Commerce Commission that such relief to meet competition is necessary and for the benefit of the public, and that the rates proposed are compensatory.

Anyone who is familiar with the situation knows that the railroads, as a general policy, are not attempting to meet the competition of the

water lines and are now attempting to revise their rates on the so-called "dry land basis." In the few cases where the railroads are attempting to meet water competition, their applications to the Interstate Commerce Commission for authority to meet competition are, as a general proposition, being denied. With the most intense competition between the rail lines and the water lines for businses from the east to the Pacific coast, the Interstate Commerce Commission has in most cases denied authority to the railroads to meet competition. It is, therefore, clear that regardless of the water competition, no general reductions may be expected in rail rates.

As an illustration of this, the first class rate from New York to Wilmington by water is now 90 cents. The rail rate is the same as to High Point, $1.44. To Charleston, S. C., the rail rate from New York is the same as to Columbia, although the water rate is much cheaper. The same is true as to other ports and interior cities. Does this indicate that rail lines will follow the policy of meeting water competition?

Recently the rates from St. Louis, Chicago, and other western points to Memphis, New Orleans, Mobile, etc., were increased to the so-called "dry land basis," notwithstanding the intense competition of water lines at these points. The rates have not been reduced from Detroit, Cincinnati, Virginia cities, Pittsburg, etc., to Mobile, Pensacola, Savannah, Jacksonville, Charleston, etc., but have actually been greatly increased to the topnotch "dry land basis," notwithstanding the millions invested in terminals with frequent sailings from many ports. Does this indicate that North Carolina may expect to have its rates reduced merely on account of the establishment of additional terminals at Wilmington?

In a dispatch dated September 24, from Raleigh, it was stated that the rates on cement from Fordwick, Va., to points in Georgia were lower than to North Carolina points, due to the port of Savannah being developed. It was stated that the rate on cement from Fordwick to Greensboro was 20½ cents compared with the rate of 13 cents to Savannah. It was further stated that the rate to Atlanta is only 3½ cents higher than to Greensboro, and that the Atlanta rate was made by adding the "water rate" of 13 cents to Savannah plus the rail rate beyond. It was argued from this that water competition would reduce the rates on cement to North Carolina ports and that interior rates would be based on the water rates.

According to the railroads who publish the rates, the correct rate to Savannah is 13½ cents and to Atlanta 25 cents. The rate from Savannah to Atlanta is 18 cents. Thus it will be seen that the rate to Atlanta was not made by adding to the "water rate" the rate from Savannah.

The facts are that the rate of 13½ cents not only applies to Savannah, but also to Wilmington, New Bern and Washington, N. C., and Beaufort and Charleston, S. C. Higher rates are charged to the interior points. The rate to Goldsboro is 20½ cents, Kinston 20½ cents, and to Greensboro 19½ cents. Thus it will be seen that North Carolina interior points are discriminated against in favor of the water points, in violation of law, and without spending a nickel of the State's money for terminals. Every well informed man knows that the railroads are obliged, under the law, to remove these discriminations.

The railroads are now attempting to remove the discriminations, and in a report of the Fourth Section Committee of Carriers, dated December 20, 1923, they submitted to interested shippers, proposed rates on cement to all Southern points. This proposed revision would reduce the rates from Fordwick, Va., to Greensboro from 19½ cents to 17 cents, High Point from 20½ cents to 17 cents, and corresponding reductions at other interior points. The Wilmington rate will be advanced from 13½ cents to 25 cents. Incidentally the railroads have submitted the proposed rates to the Interstate Commerce Commission asking for authority to make same effective. Thus it will be seen that the interior points will secure reductions in these rates without terminals, and the water competitive points will have their rates increased, notwithstanding water competition.

Why did the dispatch from Raleigh show a discrimination against North Carolina in favor of Georgia, when the same discrimination is made in favor of North Carolina ports in violation of law? Why did they fail to give the facts? Would any interior town favor lower rates from the western part of Virginia to Wilmington than to intermediate points? Certainly there is no warrant in law for such a situation and those who are attempting to show the situation should give the facts.

The report of the Commission says that states with terminal facilities and ports have brought about reductions in rates, not only to the ports, but to the interior. This statement is not supported by proof. The facts are that an entirely different situation exists. The rate from Cincinnati to Charleston, 783 miles, first class, is $1.68. To Columbia the rate is $1.48. To Augusta the rate is $1.51 as against $1.68 to Savannah. From New York the first class all-rail rate to Columbia is $1.66½, to Augusta $1.76½. Compare this with the rate of $1.33 to Greensboro. The rates via water and rail are lower from New York to Greensboro than to Columbia, although South Carolina has competition of water lines through Charleston. Does this indicate that interior Georgia and South Carolina are receiving lower rates on account of port development to Charleston and Savannah?

Considerable is said in the report about the high freight rates in North Carolina, and the alleged fact that the people of the eastern part of the State cannot trade with those in the western part of the State. The proponents of the terminal scheme are reported to have said that the rates in North Carolina are 33 1-3 per cent higher than in Virginia. Let's analyze this situation by an actual comparison of rates. The first class rate from Wilmington to Asheville, 338 miles over two lines of railroads is $1.04. Compare this with the rate from Norfolk to Wytheville, Va., of $1.21½, a distance of 337 miles over the strong Norfolk & Western Trunk Line.

The rate from Wilmington to Mount Airy over the old defunct C. F. and Y. V. is 92 cents for a distance of 250 miles. Compare this with rate from Norfolk to Roanoke over the strong N. & W. Railway of 1.03½ for a distance of 257 miles. Also compare this rate with the rate from Charleston to Landrum, S. C., of $1.01½ for 246 miles over the Southern Railway. Does this indicate that North Carolina pays higher rates than either Virginia or South Carolina on intrastate business?

It might be well to mention here that the State of Virginia has brought a complaint before the Interstate Commerce Commission alleging that its merchants are unable to do business in North Carolina due to the much lower level of rates between North Carolina points than between Virginia and North Carolina. They cite the fact that the first class rate from Danville to Charlotte, a distance of 142 miles, is $1.00, compared with rate from Durham to Charlotte, a distance of 148 miles, of 78 cents. They further cite the fact that the rate on leather from Danville to Charlotte is 85½ cents, compared with rate from Durham to Charlotte of 52 cents. This is mentioned to show that all of the discriminations are not against North Carolina.

The report speaks of the development of manufacturing in North Carolina, and states that this development is due to the fact that our raw materials are drawn largely from points within the State and that as soon as this advantage disappears the manufacturing industries will be under a great handicap in competing with other sections. No supporting evidence was offered to sustain this statement. The facts are that a large percentage of raw materials used by the industries of the State are drawn from other states. Cotton is shipped from Mississippi, Arkansas and other states to North Carolina mills. This, of course, is governed by the staple needed. Tobacco is drawn from Kentucky and Virginia. Walnut lumber for use in the furniture industry is drawn from as far west as Des Moines, Iowa. Mahogany is shipped from manufacturing mills on the Ohio River, from New Orleans, New York, etc. Other hardwoods used in large quantities are drawn from the Mississippi Valley, as far west as Arkansas and Texas. The indus-

tries of the State are located largely in the Piedmont section, more than 100 miles from navigable waters. These industries are thriving by distributing their products throughout the nation. These industries have created centers of population, employment for thousands and wealth to those engaged in the industries, and the merchants and others in those communities have benefited, without terminals or other water facilities. As far as I know, none of these industries, as such, are favoring the terminal scheme.

The claim is made that the railroads are charging North Carolina $15,000,000 per year in excessive transportation charges. There are without question many instances of unjustifiable discrimination in rates against North Carolina, as well as other states that should be corrected. However, the proponents of the measure do not show how they arrive at the figure of $15,000,000. According to the reports of the railroads to the State Corporation Commission for the year 1923, the Southern Railway, A. C. L., S. A. L., and Norfolk Southern made total net earnings in North Carolina of $20,766,856.36. These lines paid to North Carolina something less than $4,000,000 in taxes to the State. It is understood that the earnings credited to the State include not only North Carolina shipments, but also the great volume of traffic passing entirely through the State. Assuming that these figures are correct, would it be possible to reduce the earnings of these lines to the extent indicated without throwing them into bankruptcy, and also losing the State taxes which they pay on their income?

Much has been said of freight rate discrimination. The report of the Commission cited many examples of alleged discrimination against North Carolina in favor of the cities in Virginia on the main lines of the Norfolk and Western and Chesapeake and Ohio Railroads. Although the broad claim of discrimination against North Carolina in favor of other states was made, the examples given related to Virginia and none were shown in favor of South Carolina or Georgia, both of which states have developed ports. Many of the rates used by the Commission in the illustrations are incorrect and not in accordance with the railroad's freight tariffs, and none of them would be corrected by state-owned terminals. The remedy is complaint to the constituted authorities.

One of the principal discriminations claimed was in the rates on coal. An illustration was given of rate from Keystone, West Virginia, to Winston-Salem, N. C., of $3.06 per ton, compared with rate of $2.65 per ton to Petersburg, both of which points are approximately the same distance from the mines. The illustration did not show the discrimination against Winston-Salem in favor of Wilmington, which is approximately 200 miles further from Keystone, and the rate to Wilmington is $2.93 or 16 cents less than Winston-Salem. Further-

more, the report failed to show that the rate on coal from Keystone to South Boston and Danville is $3.09 or 3 cents higher than to Winston-Salem. Both of these points are in Virginia, yet the developed port of Norfolk has had no effect on their coal rates. Is it reasonable to think that terminals at Wilmington would have anything to do with rates on coal from West Virginia mines to North Carolina points? Is it possible to handle coal from West Virginia to North Carolina by water?

The remedy for unlawful rates is the bringing of well prepared and well presented cases to the Interstate Commerce Commission. In the State of Virginia the Corporation Commission has in its employment attorneys experienced in railroad and rate litigation to protect the interests of the State. The North Carolina Commission has represented the State in a number of important cases in a very able manner. Our Commission should be supplied with sufficient funds to employ necessary assistance to prosecute important rate cases, involving the interests of the State as a whole.

I can see no advantage to be gained from this scheme, as clearly the report of the Ship and Water Transportation Commission does not provide a remedy for securing reductions in freight rates. At best if boat lines are established, it could only mean reductions to water points, between points reached by the boat lines and it is doubtful, based upon the Commission's report, that sufficient tonnage would be provided to make frequent sailings possible. The rates of the carriers are now undergoing revisions under the supervision of the Interstate Commerce Commission, on a distance basis, not only in Southern territory, but in the eastern territory, including the Virginia cities, where substantial increases are proposed in rates. These investigations are being conducted under the Commission's Docket Nos. 13494 and 15879.

If I could see any advantage to this scheme, I would still be against the bill as now proposed, because in my opinion, and I think it will be yours also, it is unbusinesslike and unsound in principle. The places at which the seven million dollars are to be spent are under no binding obligation to make the terminals self-sustaining. If I were for the scheme at all, it would be for a plan whereby necessary port facilities might be provided with State aid, but the towns or cities where the money was spent would have to agree to lease the terminals at a rental sufficient to cover sinking funds, interest and upkeep to safeguard the State's investment. This would make it necessary for the port towns to sustain the terminals built for them and operate them by their own municipal commissions. This would also make unnecessary any additional taxes to make good a possible annual loss.

In the event the bill is voted down, the proponents, if they believe the proposition to be sound, could take the matter up with the next

Legislature on the basis suggested. Certainly this would relieve the State at large from probable losses on a proposition that has not been proven by its proponents.

I am advised that since it became known that I oppose State operation of ports and ships there has been extensively circulated the report that my opposition to this measure is because my employers, the furniture manufacturers of North Carolina, have special rates on their products and that I am opposed to other shippers having lower freight rates. Furniture rates to long-distance points are generally on commodity rates, but there are no shippers in North Carolina more vitally interested in the general structure of rates on all classes than the furniture manufacturers I represent. They handle a great deal of traffic that moves on regular class rates, and the commodity rates on furniture are now in process of general revision, and any traffic man familiar with these knows they will be made with relation to the general level of class rates. The higher the general level of class rates, the higher rates the furniture manufacturers will pay, and if there were any possibility of lower rates on general class traffic by reason of State-owned ships and terminals, I would be fighting for them, for it is my business to get freight ratcs as low as possible.

In fact, right at this time we have proceedings pending before the Interstate Commerce Commission against increases in rates on furniture proposed by the railroads. Certainly if I thought that the Terminal Bill would bring about reductions in rates on any class of traffic, I would favor it.

GRAHAM OPPOSES PORT BILL

[Views of J. L. Graham, of Winston-Salem, as stated in an article appearing in *The Winston-Salem Journal* for October 4, 1924.]

Contending that the ship and port terminal plan now before the citizens of North Carolina for their consideration preliminary to action at the polls in November would not benefit any part of the State as to freight rates or transportation service except the communities in the eastern part of the State where the money would be spent, J. L. Graham, chairman of the transportation council of the chamber of commerce, speaking before members of this organization and citizens not affiliated with this body last night, gave an elaborate and careful review of the reasons that led him to take his stand against the project.

Many Hear Advocate

At the close of Mr. Graham's address, the directors of the chamber of commerce met to consider a request that another meeting of the members of the chamber of commerce be held at which a proponent of the port bill would present affirmative arguments and data. The directors granted the request on condition that the speaker who should

address the meeting be a member of the chamber of commerce here. The action of the directors will be communicated to the committee making the request for their further consideration.

Mr. Graham was introduced by Harry Froeber, president of the chamber of commerce, who said that the meeting had not been called to wage a campaign against the proposed ports and terminals bill. He said that the meeting would not go on record one way or the other regarding the project. The meeting was arranged merely for the purpose of hearing Mr. Graham, who is an acknowledged authority on rates and transportation in many of its phases. The request for another meeting at which the affirmative side of the case could be presented was made public to those present and the announcement made that the directors would take action on it.

Graham's View

Mr. Graham contended that the port development in question would not reduce the freight rates on important articles such as coal, on which the annual freight bill for North Carolina consumers is $7,500,000; nor reduce the $3,000,000 paid by cotton manufacturers on their cotton shipments from southern states; nor reduce the rates on lumber, brick, and other building materials, from this and adjoining states; nor the rates on fertilizer from North Carolina factories to the farms of the State; nor on any other articles between points in this State, as these intra-state rates now compare favorably with rates on main lines in Virginia, South Carolina, Georgia, or Tennessee, and are, generally speaking, lower than inter-state rates in the south.

Mr. Graham also said that the products from North Carolina factories, like those from other southern states to consuming territories in the north and west, were generally on a competitive basis now with other producing sections, and would not benefit from port terminals. He said that even if somewhat lower rates are achieved through Wilmington, merchandise and manufactured products between the north and most of North Carolina would continue to travel via Norfolk on account of better transportation service, more frequent ship sailings from Norfolk, and avoidance of the longer journey of 250 miles around Cape Hatteras, should shipments be made via Wilmington. He also contended that the cases of seeming discrimination cited by the waterway commission are sporadic and not typical and that similar cases could be found in all southern states, being survivals of a discarded system of rate-making now in process of correction by the Interstate Commerce Commission. Mr. Graham also declared that water competition is being ignored by the federal commission in fixing inter-state railroad rates, the leading cases familiar to traffic men being I. and S. 1303 decided in 1921 (I.C.C. Reports Vol. 64) in which rail rates were raised from the west and north to New Orleans and Mississippi river

cities on a distance, or dry-land basis as now proposed for all of the south in I. C. C. Docket 13494, which proposes reduced rates to many inland North Carolina points from Michigan, Indiana, Illinois and other middle western states.

Will Stand or Fall

If the bill has merit as to local development of the tide-water section, Mr. Graham thought it would stand or fall on that and claimed that if it is voted by the citizens of the state with the expectation that it will result in large freight reductions, throughout the State, disappointment will result. In his opinion, the weakness of the present bill is that the State's investment is not safeguarded by requiring port towns to lease, and operate the terminals by municipal commissions, paying the State a rental equal to interest, upkeep and sinking fund to retire the bonds. Mr. Graham suggested that if the present bill does not carry at the election, it could be presented to the next legislature on that basis and the experiment tried with less hazard of loss to be made up from taxes, as is done now at some public port terminals in New England, the Pacific coast and elsewhere.

"Any mention of the Governor that I may make is not to be taken in a political way," said Mr. Graham. "So far as I know we are good friends. When he was here this week we had a long and pleasant conversation. We differ in our views of this project as business men differ. He asked me that if I did not see any good in the bill, not to see any harm in it. But I have felt compelled to respond to the request of the chamber of commerce to explain to any citizen who might be interested what are the objections, if any, to the bill so that both sides might be fully understood and considered."

Exception Taken

Exception was taken by Mr. Graham to the statement made by Governor Morrison here Wednesday night that big industries in North Carolina are the beneficiaries of what he termed "commodity rates." "This statement is unfair and can easily be disproved so far as it affects articles farmers and merchants use," said Mr. Graham. "To illustrate: A factory uses a building and machinery, buys materials, makes the finished product and sells and distributes it. It pays the same rates on building materials, machinery, supplies of cotton, tobacco or lumber as any other consumers from the same point of origin. Winston-Salem factories pay the same rate on coal as other consumers in the city. Within North Carolina and the south the industries of this State and other southern states pay the same rate on articles they ship as any merchant or other shipper would. The only special rates the industries have are in reaching distant markets where they are in competition with industries in the other sections to which special rates

are given. For instance: a concern is manufacturing cotton goods in New England. It is asked to come south where the cotton fields are, and manufacture and ship from there. If it comes it is given no special rates in southern territory, but is enabled to reach big markets like Chicago, Detroit and other consuming territories on the same basis as it could have shipped from New England. That is not in any way unjust to the farmer of North Carolina. It helps both, for the industries which locate in the South and which remain, help to increase population and business and real estate values as well as the consumption of farm products and merchandise of all kinds. It is unfair for the proponents of the port bill to insinuate that industries in North Carolina are getting special rates on any articles that merchants and farmers ship and use."

Reviews History

The history of the port project was reviewed by Mr. Graham. In 1923 Governor Morrison asked the regular session of the legislature for $2,000,000 to develop ports and buy ships, promising that the enterprise would save enough to run the State government. The object was to reduce freight rates. A commission of nine able men spent fourteen months studying the project. They recommended that $7,000,000 be spent on ports and $1,500,000 on ships. They also recommended that the state acquire an east-and-west trunk line railroad. The present bill is not the commission's plan but the governor's plan, Mr. Graham said.

That the bill will not do what it is expected to do was affirmed by Mr. Graham. "The theory of the bill is that if you get well developed ports, you will get low rates from distant points; this old theory of water competition determining rates is being discarded by rate-making bodies. A dry-land basis is being gradually adopted by the I. C. C. This body has committees located in different parts of the country that are in session all the time. Any shipper or section affected by a proposed change in rates has a right to be heard if this is desired. Rate making is no provincial thing. It is conducted on a nation-wide basis. New Orleans formerly enjoyed lower rates from Chicago than intermediate inland points. But the rates to New Orleans have been raised above those of inland ports; thus New Orleans, being on the Mississippi river, lost any advantage enjoyed on that account. The government has reduced the rate from Chicago and other big western points to southern port towns to the same basis as to New York. Henry Ford can ship a carload of cars to Wilmington for export cheaper than to New York. Savannah, Jacksonville, and other southern ports enjoy the same rates from Chicago as does New York on export traffic. Wilmington is in position to get export traffic on the same basis as in New York.

Only Deep Water Ports

"Wilmington and Southport are the only deep water ports on the North Carolina coast. Can they be developed into major ports?" Mr. Graham asked. "Wilmington is more a South Carolina port than a North Carolina port. Norfolk is more a North Carolina port than a Virginia port. Shippers in the western part of the state can ship much more quickly and more cheaply via Norfolk than via Wilmington. Shipping comes to Norfolk and then is distributed in this state over railroads eighty per cent of the lines of which are in the state. Then there are frequent sailings from Norfolk to northern ports. Wilmington was once an important port when naval stores business was brisk. That has moved south. Wilmington does not have trunk lines to furnish bulk shipments. That is one of the findings of the government commission."

Mr. Graham found Southport less favorable as a port site than Wilmington. He was of the opinion that from neither port would any traffic except local products be exported. People at a port must be interested in commerce, he said. He cited the port of New York located in a large manufacturing region and in a center where large quantitities of imported goods are consumed. It is said, Mr. Graham added, that the shortest line from Cincinnati to South America is via Wilmington. "That may be true," he added. "But traffic is necessary to develop a port. Traffic takes the best facilities available. There are frequent sailing from Norfolk and northern ports, these saving time and increasing safety. Some people seem to think that terminals will attract traffic. That is primary grade intelligence. Wilmington is situated between Norfolk and Charleston, both good ports. It is as hard to develop a port between two good ports as it is to grow a big tree between two other big trees."

Mr. Graham cited the experience of promoters who tried to develop a port at Brunswick, Ga., near Savannah. Sixteen millions of dollars were spent and lost. Traffic could not be attracted to the new port. Although the promoters built railroads, the Southern and A. C. L. continued to carry the bulk of the business to their own terminals. "We have got to the point where we can't look at rates in a provincial way," Mr. Graham said. "All the ports in all the states are open to every patron on the same basis. I have heard that North Carolina refused to enter the Union until assurance that inter-state commerce would be under the control of the federal government was given the State. The reason for this was that North Carolina wanted to use Norfolk as a port and didn't want Virginia making regulations. People use the best ports regardless of the location."

A news item emanating from Wilmington and giving an account of the number of wharves and warehouses and other port facilities there

was cited by Mr. Graham. He could see no use in building any more there. Neither could he see how $7,000,000 could be used in building port facilities there. There might result some local benefit, he thought, and suggested that if such aid could be reasonably expected that the cities themselves should give the state some guarantee of interest charges and a fund to retire bonds.

Mr. Graham said that of 68 ports, only five were owned by states and that these do not pay. A port in Maine that cost $1,300,000 pays one per cent on the investment, he said. Massachusetts spent $21,000,000 on a port that pays one per cent. Providence, R. I., spent a million on a port that returns less than one per cent. Portland, Oregon, lost $390,000. Seattle, Washington, lost $300,000. The success of a port, said Mr. Graham, depends upon a large volume of traffic. San Francisco enjoys good business because she has the only port on a stretch of 1250 miles from the Columbia river to Los Angeles. The Atlantic coast has a dozen harbors to one on the Pacific coast.

"The proponents of this bill say that it ought to appeal to the women," said Mr. Graham. "What part of the price of a pair of shoes for women goes to pay freight? The rate on shoes from Boston to Winston-Salem is $1.35 on the 100 pounds. At the most the freight on a pair of shoes would not exceed from four to six cents. A reduction of twenty per cent on the rate would scarcely affect the price."

In closing his address of nearly two hours, Mr. Graham spoke of Governor Morrison's sincere interest in the port bill, but reiterated that he could not approve it despite the fervor of the chief executive.

DEMONSTRATION VS. THEORY

[By Robert N. Page, of Southern Pines]

The Legislature authorized the appointment of this commission [the Ship and Water Transportation Commission] and appropriated $20,000 to enable it to answer specific questions:

First: Is it feasible and will it be reasonably profitable to establish terminals, shipping lines, etc? They answer this, not by reciting facts or figures, but with an opinion.

Second: To ascertain cost of suitable vessels and of maintaining same. Their answer is that they can at this time be bought "cheap."

Third: The availability of obtaining docks, wharves, and other landing places. They answer, "Docks, wharves, and landing places are available at twenty-five or thirty towns within the State." The answer evades the question of cost.

Fourth: A reasonable estimate of earnings of said one or more lines of water transportation to be operated and maintained by said commission. They answer by saying, "Suitable boats can be purchased at from fifty to one hundred and fifty thousand dollars each; they can be operated at a cost of from fifty to one hundred dollars a day."

They were asked for an estimate of earnings and they gave an estimate of costs. In other words, they were given twenty thousand dollars to answer four question, not one of which they answered. But the State's twenty thousand dollars is gone.

The proponents of this proposition are long on statements but exceedingly short on facts backing up their statements. Since the time when the memory of man runneth not to the contrary, secretaries of chambers of commerce in various North Carolina cities have been making statements relative to discriminations against North Carolina in interstate rates, thereby causing a loss of indeterminable millions to North Carolina shippers annually. And while I have never seen but one concrete case stated and recognize the fact that these gentlemen have to be busy about something in order that they may retain their places on the payroll, there is no question, as I shall set forth further on, but that there was a time when on certain commodities and to certain points there was discrimination adverse to us, which does not exist now except in rare or isolated cases. But the discussion of this question ought not to be confused with the question of whether there is discrimination against North Carolina. The immediate question is, Will the expenditure of eight and a half millions in ships and terminals have any bearing on these adjustments?

The issue is one presented to the sound judgment of the people of the State, without sanction or prejudice as a party issue, and its submission to a referendum carries with it an obligation to present to the people of the State complete and impartial information.

An investment of eight and a half million dollars, carrying for forty years its annual burden of approximately a half million dollars of interest and sinking fund, is one which calls for accurate statement and calm consideration. That sum is equal to the total State debt, accumulated for all purposes, up to eight years ago.

There are only two phases of the question I wish to discuss:

Can any advantage be gained in railroad freight rates by this expenditure?

Fortunately, this most important phase of the question is one that, by actual experience and demonstration, should be removed from the realm of speculation and argument. At other South Atlantic ports we have already in operation modern terminals, some State-owned and some municipally-owned, and regular steamer service to these ports, and by comparison we can see exactly the effect these facilities now have upon rail freight rates to these ports and to related interior points from the ports.

In order that rates to those points may be seen in proper geographical relationship, I am presenting herewith a map showing present rail rates between New York and all South Atlantic and Gulf ports and to related interior points from the ports.

If water transportation is to have its influence on rail rates anywhere, it should be reflected in greatest measure between these ports with modern terminals and regular steamer service. The figures shown on this map represent the first-class rail rates from New York in effect at the present time. Rates on classes other than first-class bear the standard relationship to the first-class rates, so that the first-class rates are exactly representative of the whole class rate adjustment.

An examination of these rates will show that no advantage is gained in rail rates to the ports or to interior points near the ports on account of terminal facilities at the ports, however extensive or however owned, or on account of regular schedule steamer service to the ports.

Between New York, the largest port, and New Orleans, the second largest port in the country, with investment of thirty-seven millions in State-owned terminals, the rail rate is $2.18½ (the same as to Mobile, with municipal terminals) against $1.96½ to Montgomery and Birmingham in the interior. Savannah gets the same rail rates (1.76½) as Augusta. Charleston, with its elaborate terminals, constructed by the Government during the war and now operated by the city of Charleston, and tri-weekly steamer service, gets the same rate by rail (1.66½) as Columbia and Greenville in the interior, just as Wilmington, with a once-a-week Clyde service, gets the same rail rate (1.44) as Charlotte. Neither steamer service nor the character of ownership of port facilities has any bearing on their rail rates.

The general public, which has acquired through long years of competitive transportation history the idea that water competition makes cheaper freight rates by rail, which was formerly true, has not kept up with the intricacies of national legislation and of Interstate Commerce Commission decisions on these technical questions, and is entitled to a full explanation of this radical change in national policy in transportation which has such important bearing on the issue they are now called upon to determine.

Prior to 1920, it was the practice of rail lines not only to meet actual water competition, but the shadow of water competition, wherever they found it. They formerly made lower rates to all water points, whether there was actual boat competition or not, and from interior points to such water points as well as from other ports. Why has that policy been completely abandoned and why have rates been substituted even between the principal ports which entirely ignore the existence of both actual and potential water competition?

There developed throughout the country complaint of discrimination against intermediate interior points because they were charged higher rates for less distance of rail haul than to the more distant water points. This complaint was general in North Carolina and other states, and responsive to this sentiment, the Transportation Act of 1920 prohibited

absolutely the making of lower rates to the more distant water points than to intermediate points except between the particular points where there was "actual" water competition, and between these particular points lower rates could only be made with the consent of the Interstate Commerce Commission. The Commission promptly construed "actual" water competition to be the boatlines carrying general cargo and operated on regular schedule.

Now, let's see how this worked out in actual practice. We will take Wilmington for example. The Clyde Line operates once a week between New York and Wilmington. Formerly the Coast Line made lower rates to Wilmington than to Goldsboro and other intermediate points not only from New York but from all other port cities and also from interior points throughout the country. Under this new law it could, with permission of the Interstate Commerce Commission, make lower rates to Wilmington than to Goldsboro from New York City only, with resulting discrimination not only against Goldsboro and intermediate points at this end of the line, but against Baltimore, Philadelphia and Boston, as well as against interior points at the other end of the line. So that, reduced by the strict terms of the law to this narrow limitation, it was decided as a practical matter that the time had at last come to end all discrimination of this character against all interior points throughout the country, and to put all the rates on a non-competitive basis so far as water competition was concerned, and we have now in effect the general rate adjustment outlined on the map and which is made to all the ports just as if the Atlantic Ocean did not exist.

The adjustment shown by this map covers all traffic that moves under general class rates. Some commodity rates have not yet been revised on this basis and rates on such commodities and some exceptional class rates can be quoted which are still on a lower basis to the ports, but these are also under process of revision in conformity to the new national policy of transportation.

If the policy is already established and in effect by the rail lines of the country of ignoring actual as well as potential water competition in their rate structure between all other ports, it cannot be expected that terminals and boat lines can have the effect of reducing railroad rates to our ports; and, if not to the ports, certainly not to interior points in the State.

This discussion so far has related to all-rail rates. The inquiry is pertinent if by provision of State-owned water transportation facilities water-and-rail rates could be made through a North Carolina port on a lower basis than existing water-and-rail rates through Norfolk. Here again the rate map shows that publicly-owned terminals at other South Atlantic ports have no bearing on the rate level to interior points as port cities and interior cities are on substantially the same level of rail rates,

and water-and-rail rates are on a fixed and uniform relation to the all-rail rates. At the present time there are no water-and-rail rates through South Atlantic ports less than the water-and-rail rates through Norfolk to the same points. There are some points near the ports in each State which are entitled to lower water-and-rail rates through their nearer port than through Norfolk. The Interstate Commerce Commission is now engaged in the enterprise of constructing a uniform mileage basis of water-and-rail rates from North Atlantic ports through South Atlantic ports by applying the same mileage scale in all cases and using a formula of prorating mileage for allocating water mileage to rail mileage. When that is complete, points in the Wilmington territory will get the benefit of it, whatever it is; and, if the State should operate its own boats, it is not reasonable to expect that the Interstate Commerce Commission would require the rail lines out of Wilmington to participate in a system of through water-and-rail rates on a lower basis than they find to be a reasonable mileage basis for application to related interior points through all other South Atlantic ports.

The analysis herein made justifies the statement that under the present national policy of transportation the building of terminals and operation of ships would not result in any reduction of the general level of either rail rates or water-and-rail rates to any point in North Carolina.

My other question is: Should the State undertake any additional obligations for new and experimental purposes in the present condition of its revenue funds? I have no intention of getting into a controversy about the State's deficit. That is a responsibility which the General Assembly, convening in January, will have to deal with. For this immediate discussion I go no further than to quote the testimony of the Secretary of State, in his address to the great Democratic State Convention, that our general fund is running behind at the rate of two million dollars per year, and that the institutions of the State will make demands upon this fund at the next session of the Legislature for several millions per year more. Add to that the known factor that the State's income next year will be reduced, instead of increased, by reason of small earnings this year in the State's greatest industry—textiles—and by unfavorable business conditions in the flooded areas of the State, and if sound and conservative judgment is to prevail in our counsels, we should be certain of our cause before engaging in new enterprises which, if adopted, are sure to require the levy of heavier taxes to meet.

PORT BILL WILL NOT BRING BENEFITS

[Article by Edward E. Britton, Washington correspondent of *The Raleigh News and Observer*, in *The Raleigh News and Observer*, October 26, 1924.]

Does the proposition for state-owned port terminals in North Carolina, with the possibility that a line of state-owned vessels will have to be

put into operation, promise real savings to the people of the State? Are there benefits to be obtained in the spending of millions of dollars of the tax-payers' money commensurate with the burden of cost of the project? Will the port terminals and the shipping line mean a saving to the people or will these mean simply that jobbers, wholesalers, and others who buy in bulk or who ship in bulk will be able to increase their profits? In other words is the proposition for terminals and possibly ships to be voted on in November a good thing for North Carolina or will it simply mean the expenditure of huge sums with no real lasting benefit to the State?

I have sought with all possible diligence answer to these questions from various sources here in Washington and by correspondence, for being a citizen and taxpayer of North Carolina I have a personal and financial interest in the matter. I want to cast my ballot for the best thing for North Carolina and its people, the investigation I have made being for the purpose of getting light on the subject, to get away from theories and propaganda, to get at the real situation. From what I have learned I am convinced that it will not be for the best interests of the people of North Carolina to vote for the terminals project, and I am here submitting to the people of the State the facts as I have found them in this important matter.

Comparison of Rates

My first effort was to get information in the way of comparison of interstate rates to points in North Carolina and points in other states now in operation. South Carolina has a port at Charleston which it has sought to develop into a port which would prove of value to that State, yet I found that even with its port in operation the freight rates into South Carolina from the east, north and west are higher than the freight rates to points in eastern North Carolina. In other words the fact that there is a seaport in operation at Charleston does not lower freight rates to points in South Carolina.

Now as to this water freight rate service for South Carolina. There is a steamship company service operating between New York and Charleston, the Clyde Line, with tri-weekly sailings, and a steamship service between Boston and Charleston with one service each week. Besides this the Baltimore and Carolina Steamship Company has one small ship per week operating between Baltimore and Charleston. The rates by these ocean lines are the same as the rates to Savannah and merchandise traffic between ports is controlled by this steamship service. Rates by rail from port to port are higher and railroads do not, and cannot, meet this competition.

Does Not Reach Interior Points

But while to port towns or cities the steamship rates are lower than rail rates the reduction does not apply to interior points, but only to

ports. Ocean rates to Charleston have small effect upon towns inland even as close to Charleston as 50 miles, except insofar as a merchant in Charleston may be aided in distribution of the goods he has received by ocean lines to these smaller-inland points, the effect being simply to build up the business of the merchant at the port. My information is that joint rates apply from the eastern ports to the whole of the interior south which are, in the main, lower than the combinations on Charleston; hence the water rates to Charleston do not affect the interior South. To these interior cities ocean and rail rates prevail through Norfolk or Charleston which are lower than port combinations, this applying to such places in South Carolina as Columbia, Spartanburg, and Greenville.

Now as to the comparison of the freight rates of these South Carolina cities with such places in North Carolina as Charlotte, Salisbury, and Greensboro. Rates from the east to Charlotte and Salisbury are now lower than to points in South Carolina. From the west to Charlotte the rates are not higher than to Spartanburg. From the east to Greensboro, Raleigh, Durham and Goldsboro, the rates are the same as or lower than, the rates from the east to Salisbury or Charlotte. From the west to Winston-Salem, Greensboro, Durham, Raleigh, Goldsboro, New Bern, and intermediate points the rates are the same, and are lower than are the rates from the west to Salisbury, Charlotte and other points south of this zone. Through rates rail and water, are lower to the North Carolina points than to the interior South Carolina stations named.

No Advantage to State

When these general statements are reduced to figures on all classes of freight it is clearly shown that there is no advantage to South Carolina because it has a port at Charleston, that this does not help in any appreciable manner interior points in that State, while the port at Charleston has steamship lines between New York, Boston, and Baltimore. That South Carolina, as well as North Carolina, has been placed in a certain zone by the railroads, and that the Interstate Commerce Commission recognizes that zone as legitimate, appears to be the reason why shipments to the South Carolina port does not aid in reducing freight rates. If North Carolina opens up terminals the experience of other States with terminal facilities indicates that there would be negligible benefits to the State, these not comparable with the many millions the State would be called upon to expend. It looks as if the port terminals business for North Carolina would be an expensive proposition to the taxpayers with a minimum of benefit in return.

First class freight rates from New York to Raleigh, all rail, are at present $1.33 per 100 pounds, while the rail and water rate via Norfolk is $1.25 per 100 pounds, Raleigh being approximately 500 miles from New York and 175 miles from Norfolk, while from Wilmington it is 132

miles. On this same first class freight rate from New York to Spartanburg, which is 223 miles from Charleston, the all-rail rate from New York is $1.66½ while the rail and water rate is $1.59½ per 100 pounds. The rates to Raleigh are the same as the rates to Greensboro and Winston-Salem, while the rates to Charlotte and Hamlet are 11 cents higher. The Spartanburg rates apply only to Greenville and Columbia, while the rates to Florence are 11 cents lower. These differences in rates apply to all classes of freight and into commodity rates.

In every discussion of freight rate reduction a fact to keep in mind is as to possible action by the Interstate Commerce Commission. With certain freight zones accepted by the Commission, there will in all cases arise the vexing question of "What will the Commission do?" in case of intrastate traffic and interstate traffic having a head-on collision as to just rates. If North Carolina should own port terminals and in order to get lower rates for freight shipped into the State there should be found necessary reshipment of goods to interior points from the port, would such a course meet the approval of the Interstate Commerce Commission? Besides this there is to be considered the decision of the United States Supreme Court in the B. and O. S. W. R. R. Co. vs. Settle; 260 U. S. 166, which in part reads:

"Through rates are, ordinarily, made lower than the sum of the intermediate rates. The practice is justified, in part, on the ground that operating costs of a through movement are less than the aggregate costs of the independent movements covering the same route. But there may be traffic or commercial conditions which compel, or justify, giving exceptionally low rates to movements which are intermediate. The mere existence of such intermediate rates confers no right upon the shipper to use them in combination to defeat the applicable through rate."

I shall follow up this article with one dealing with freight rates in Georgia, which has its ports, and with relation to Virginia freight rates with its port at Norfolk. As the result of my investigations I feel that North Carolina would be sending good money after bad by putting millions of the people's money into the port terminals proposition, that while it sounds good it is in the nature of a leap in the dark.

BLAIR CALLS FOR HALT IN BONDS

[Press dispatch from Winston-Salem, appearing in North Carolina newspapers, November 1, 1924.]

D. H. Blair, commissioner of internal revenue, whose home is in this city, declares himself unequivocally opposed to the proposed port development proposition in North Carolina. Following the conference of North Carolina business men here Thursday afternoon, when action was taken to make a determined fight against the State's issuing bonds for ports, a telegram was sent to Mr. Blair asking him for a statement. Today the following message was received from him.

"I am opposed to a bond issue of eight and one half million dollars for port development because:

"*First,* I believe it to be unbecoming and unsound and subject to all the objections found to government ownership and operation of railroads and other utilities.

"*Second,* it is a bad business proposition, which is demonstrated by the fact that the shipping board is losing thirty million dollars a year and with much better chances for success.

"*Third,* if everything which the State proposed to purchase for eight and one-half millions were given free of charge to an individual, could he afford to assume the responsibility of losses with so little prospect of gain? If it would be a bad gamble for an individual at no cost, it would be worse for the State at the cost of millions.

"*Fourth,* the proposition is based on the false premise that the railroads fix the rates and is aimed at a condition that existed many years ago, but which is now prohibited by the Transportation Act of nineteen twenty.

"*Fifth,* the statement that North Carolina progress is being retarded by unjust discrimination in freight rates is not well founded. She is the most up and coming state in the Union today, and has outstripped every state which owns its terminals. Besides the passage of this amendment would not cure the evil complained of, if it existed.

"In her enthusiasm over her assets North Carolina must not lose sight of her liabilities. It is time to let up on issuing bonds."

BIBLIOGRAPHY

A list of newspapers and other publications containing valuable material on the query under discussion is given below. A great deal of the material relating to this year's question is in the shape of editorials and articles in the North Carolina newspapers for the period August 1-November 4, 1924, inclusive. It should be borne in mind that valuable material is contained in the files of other newspapers than those which are particularly listed in this bibliography. All newspapers of the State no doubt carried highly valuable material on the query during the period from August 1 to November 4, last. The University Extension Division will continue the service, which it inaugurated several years ago, of loaning material on the high school debate query to the high schools.

GENERAL REFERENCES

The University Extension Division of the University of North Carolina will furnish to as large an extent as is practicable package libraries on this subject for two weeks use to the high schools. For this service the superintendent, principal or teacher in charge of debates should write to the Library Extension Service, Chapel Hill, N. C.

The North Carolina Senators and Representatives in Congress may find it possible to furnish from Congressional sources some material on port terminals, shipping, and waterway development, though it is thought that very little material bearing directly on this year's query will be available from Congressional sources. For such help as may be secured from Congressional sources school officials and debaters should write direct to the Senators and Representatives at Washington, D. C.

Members of the General Assembly of North Carolina for 1923 may be able to supply a limited amount of material on this question or may be able to suggest sources of material. School officials and debaters should consult with the legislators from the various localities in this connection.

The Congressional Digest for September, 1924, is devoted to a discussion of inland waterways and water transportation in general. Copies of this publication may be secured at the rate of fifty cents per copy from The Congressional Digest, Munsey Building, Washington, D. C. It is advised that each school secure a copy of this publication.

Abridged report of the State Ship and Water Transportation Commission. This popular statement is contained in package libraries which the University Extension Division will loan to high schools for two weeks.

Port Terminals and Water Transportation Leaflets Nos. 1-18, inclusive. These leaflets, which were issued last fall by the headquarters for the port terminals campaign, are included in package libraries which the University Extension Division will loan to high schools for two weeks.

Port Terminals and Water Transportation Folders Nos. 1-3, inclusive. These folders, which were issued last fall by the headquarters for the port terminals and water transportation campaign, are included in package libraries which the University Extension Divison will loan to high schools for two weeks.

Full report of the State Ship and Water Transportation Commission as submitted to Governor Cameron Morrison on May 23, 1924. Copies of this full report are not now to be had in any number from any central agency. It is thought, however, that school officials and debaters may find access to one or more copies in each community throughout the State. The full report was rather widely distributed to citizens and public agencies during the past summer and fall. It will be well for each high school to secure a copy of this full report, if possible. Copies are probably now on file in high school libraries, public libraries, and college libraries throughout the State. Perhaps copies of the report may be secured through the coöperation of local newspaper editors and publishers and through the coöperation of members of the General Assembly of 1923, which considered this proposal in the special session of 1924. Perhaps a very limited number of copies may be secured from individual members of the State Ship and Water Transportation Commission, and perhaps the Governor's office may have on hand a very limited number of copies of this full report for distribution.

Several pamphlets were issued by North Carolina citizens during the course of the recent campaign for port terminals and water transportation, and these pamphlets are listed below. Each school should have copies of these pamphlets, if it is possible to obtain them. It is suggested that the superintendent, principal, or teacher in charge of debates write to the gentlemen whose names are given below in regard to securing a copy of each of these various pamphlets.

E. C. Branson—"Public Port Terminals in North Carolina—Four Bare Bone Facts." Address Dr. E. C. Branson, Chapel Hill, N. C.

Collier Cobb—"Topographic Features and Physiographic Pro- They May Be Lessened." Address Dr. Collier Cobb, Chapel Hill, N. C.

Collier Cobb—"Topographic Features and Physiographic Processes in Relation to North Carolina Ports and Terminals." Address Dr. Collier Cobb, Chapel Hill, N. C.

Cameron Morrison—"Message to the General Assembly of North Carolina, August 7, 1924." Address Governor Cameron Morrison, Raleigh, N. C.

Robert N. Page—"Demonstration Versus Theory." Address Mr. Robert N. Page, Southern Pines, N. C.

James T. Ryan—"The Port Terminal Bill." Address Mr. James T. Ryan, High Point, N. C.

P. H. Williams—"Bonds, Ships, Terminals and Freight Rates." Address Senator P. H. Williams, Elizabeth City, N. C.

NEWSPAPER REFERENCES

For several weeks prior to the election on the port terminals and water transportation measure on November 4, 1924, practically all of the newspapers of North Carolina carried regularly editorials and articles relating to the question which will be discussed by the high schools in this year's high school debate. It is accordingly suggested that the various high school representatives look carefully through the files of the newspapers of their respective localities through the period August 1-November 4, 1924. It is suggested that all debaters look through, if possible, the files of at least one daily newspaper in North Carolina for this period.

Files of newspapers are probably available in high school libraries, public libraries, and college libraries throughout the State. Also it is probable that the issues of the newspapers, such as are desired, may be secured from the newspaper publishers for a moderate charge.

The compiler of this bulletin has gone through the files of three North Carolina daily newspapers for the period August 1-November 4, inclusive, and is setting down here references to material on the question as contained in these newspapers for the given period.

The Charlotte Observer

Aug. 5. Editorial, "Bailey's Sound Ideas." Letter by J. W. Bailey, "The State's Water Commerce."

Aug. 6. Editorial, "A Rescue Called For."

Aug. 10. Editorial, "The Eye of the Legislator Is Invited In Retrospective Review." Article, "Develpoment of Seaport Is a Hobby With Governor Morrison." Article, "Administration Port Bill Is Presented In Senate."

Aug. 12. Article, "Amendments to Measure Likely to be Offered."

Aug. 13. Editorial, "A Safe Issue Assured." Article, "Senate Committee Takes Out Referendum Clause."

Aug. 14. Editorial, "Why Force An Election On Them." Article, "Opponents of Port Bill to Fight for Referendum Clause."

Aug. 15. Editorial, "Why the Halting?" Article, "Senate Debate on Port Bill Waxes Warm."

Aug. 16. Editorial, "What We Missed." Article, "Senate Votes for Referendum."

Aug. 17. Article, "Port Bill Passes Final Senate Reading."

Aug. 18. Article, "Governor Morrison to Canvass State."

Aug. 21. Editorial, "Its Mission Accomplished." Article, "General Cox Will Conduct Port Development Campaign."

Aug. 22. Editorial, "A Successful Picker of Men." Letter from W. E. White, of Mebane, on port bill.

Aug. 24. Article, "The Cape Fear Basin."

Aug. 26. Article, "Marion Butler is Strong for Port Measure."

Aug. 28. Article, "Printers Ink to Help Fight in Port Cause."

Aug. 30. Article, "Governor Ready to 'Stump' State."

Sept. 3. Article, "Port Campaign Meeting Today."

Sept. 9. Article by Louis T. Moore, of Wilmington, "North Carolina Backward in Development of Ports."

Sept. 10. Editorial, "The Governor Presents His Case." Article, "Governor Morrison at Rockingham."

Sept. 18. Letter from J. W. Bailey, of Raleigh, "The State's Port Proposition." Article, "North Carolina's Port Movement." Article, "Tremendous Crowd Hears Governor Morrison at Fayetteville."

Sept. 20. Letter from D. T. Edwards, of New York, "North Carolina's Ports." Article, "Governor Morrison at Kinston."

Sept. 21. Article, "Farmers' Union President is Strong for State Ports."

Sept. 27. Editorial, "Promotion of the Port Bill." Article, "Governor Morrison in Charlotte Makes Appeal for Port Measure."

Sept. 25. Article, "'Richmond is the Finest City North Carolina Ever Built' Declares Governor Morrison."

Sept. 28. Article by R. F. Beasley, of Monroe, "Port Development in North Carolina."

Oct. 1. Article, "Governor Morrison at Greensboro."

Oct. 3. Article, "Governor Morrison at Durham."

Oct. 4. Article, "Ports Will Not Benefit."

Oct. 7. Article, "Governor Morrison Pleased at the Outlook." Statement by General E. F. Glenn, of Raleigh, "Terminals and Transportation."

Oct. 8. Editorial, "The 'Leadership' and the Ports."

Oct. 9. Editorial, "The Argument of Mr. Graham."

Oct. 10. Article, "Senator Simmons Denies Report of Lukewarmness Towards Ports."

Oct. 11. Editorial, "Proposition and Argument."

Oct. 13. Article, "Port Critics Get An Answer."

Oct. 14. Editorial, "In Which Remark Is Made to the Wealthy."

Oct. 20. Article, "Senator Brown Makes Powerful Argument at Fayetteville."

Oct. 22. Editorial, "The Williams Argument Against Ports—The Argument for Ports. No. 1." Letter from J. L. Graham, of Winston-Salem, on port bill. Article, "State College Head Pleads for Port Bill."

Oct. 23. Editorial, "The Williams Argument Against Ports—The Argument for Ports. No. 2." Article, "Two Audiences Hear Governor Morrison at Rutherfordton." Article, "Clarence Poe Comes Out for Terminal Facilities."

Oct. 24. Editorial, "The Williams Argument Against Ports—The Argument for Ports. No. 3."

Oct. 25. Editorial, "The Williams Argument Against Ports—The Argument for Ports. No. 4." Letter from J. L. Graham, of Winston-Salem, on port bill.

Oct. 26. Editorial, "The Williams Argument Against Ports—The Argument for Ports. No. 5." Letter from T. T. Duffy, of Omaha, Neb., "North Carolina's Port Bill." Editorial reprinted from the *Statesville Daily,* "Maine's Port Experience."

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Nov. 1. Article, "Commissioner Blair Opposes Port Measure." Article, "Large Profits from Terminals." Article, "Tate and Ryan Ask for Proof."

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Aug. 10. Article, "Text of State Ship and Port Bill." Article, "Our Navigable Waters."

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Aug. 22. Editorial, "Guessing on a Remote Contingency."

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Sept. 30. Article, "Virginians Are Sore Over Freight Rates."

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Oct. 3. Editorial, "The Appeal to Timidity." Statement by H. G. Connor, Jr., "Ports As Investment Would Be Profitable."

Oct. 4. Editorial, "Counsel for the Voter and An Essential That Must Not Be Overlooked."

Oct. 5. Editorial, "Wilmington Warmed Up." Article by J. W. Bailey, of Raleigh, "The Real Issue and the Referendum." Article by Senator P. H. Williams, of Elizabeth City, "Ships and Terminals."

Oct. 6. Editorial, "A Test of North Carolina Enterprise."

Oct. 7. Editorial, "The Senator and Port Terminals."

Oct. 8. Editorial, "A Commission and Its Report." Editorial, "State Affairs and Local Affairs."

Oct. 12. Article by J. S. Kuykendall, of Winston-Salem, "A Reply to Senator Williams." Article, "Governor Opens State Fair With An Appeal for Ports."

Oct. 13. Editorial, "Assumptions About the Farmer."

Oct. 14. Article, "Men Aiding Morrison in Port Fight Are Anti-Morrisonians."

Oct. 19. Editorial, "Mr. Page Misses the Point." Article by Chester F. Lewis, of Greensboro, "Shall I Vote for or Against Development of State Ports."

Oct. 20. Letter from W. R. Baugess, of Jefferson, "A Water Commerce Opponent."

Oct. 21. Article, "President E. C. Brooks Comes Out Strong for Port Referendum."

Oct. 22. Article, "Governor Morrison Says There Is No Deficit."

Oct. 23. Article, "Governor Is Greeted by Rutherford Folks." Full page advertisement by A. M. Scales in favor of port terminals and water transportation bill.

Oct. 24. Article, "Port Terminals Will Help the State."

Oct. 26. Editorial, "Who Hit Collier Cobb?" Article by Robert N. Page, of Southern Pines, "Demonstration Versus Theory." Letter from A. M. Scales, of Greensboro, on port bill. Letter from W. E. White, of Mebane, on port bill.

Oct. 27. Article, "Governor Morrison is Confident Port Terminals Measure Will Be Adopted."

Oct. 28. Editorial, "New Hanover's Prospective Ten Thousand." Article, "Maxwell Calls Goerch's Interview With Eastman to Eastman's Attention."

Oct. 29. Article by Carl Goerch, of Wilson, "Mr. Eastman Did Not Repudiate Statement."

Oct. 30. Editorial, "The Weight of Eastman's Authority." Article by Dr. E. C. Branson, of Chapel Hill, "Four Bare-Bone Facts—Bare-Bone Fact No. 1."

Oct. 31. Editorial, "Port Development and the East-and-West Rairoad." Article by Dr. E. C. Branson, of Chapel Hill, "Four Bare-Bone Facts—Bare-Bone Fact No. 2." Article, "Senator Simmons Contends There Is No Natural Barrier to Developing State's Ports." Article, "Mr. Morrison's Long Speaking Campaign for Ports Is Ended."

Nov. 1. Editorial, "The Big Ones Have Theirs."

Nov. 2. Editorial, "A Complaint from Fred N. Tate and a Reply Thereto." Letter from Senator P. H. Williams, of Elizabeth City, on port measure. Letter from J. L. Graham, of Winston-Salem, on port measure. Article by Dr. E. C. Branson, of Chapel Hill, "Four Bare-Bone Facts—Bare-Bone Fact No. 4." Article, "General Cox Assails Opponents of Ports for Their Eleventh Hour Efforts to Defeat Bill." Article, "Judge Brock Doesn't Use Soft Tone." Article, "Governor Morrison Calls Names in Hot Retort to Enemies of Ports." Full page advertisement in favor of port measure by A. M. Scales and W. F. Ross. Full page advertisement in opposition to port measure.

Nov. 3. Article, "Rail Rates and Water Rates, a Question of Authority." Article by Clarence Poe, of Raleigh, "Vote for the North Carolina of the Future." Article, "Opponents of Ports Use All-Rail Rate As Basis of Argument." Article, "Marion Butler Is For State Port Terminals."

Nov. 4. Editorial, "The Big Thing for North Carolina Today." Letter from E. M. Land, of Statesville, "The Tragedy of Governor Morrison and His Port Bill." Article, "Ryan Denies He Gave Record An Interview." Article, "The Port Terminals May Take Nickel From Taxpayers' Pocket But Will Put a Double Eagle Back." Article, "Governor Morrison Hotly Defends General Cox." Full page advertisement by A. M. Scales, of Greensboro, on port bill.

The News and Observer

July 26. Article, "Goldsboro Conference Does Not Want Referendum Vote."

Aug. 1. Editorial, "Let the People Decide."

Aug. 7. Editorial, "Three Things Needed." Letter from S. J. Ervin, Jr., of Morganton, "Some Pertinent Questions Regarding the Bond Issue for Terminals." Article, "Senator Woltz Says Special Session Was Not Needed." Article, "For Referendum On Bond Millions." Article, Senator Williams Will Fight Ship Bill." Reprinted editorials from *The Vass Pilot, The Charlotte News, The Cleveland Star, The Louisburg Times, The Statesville Landmark, The Greensboro Record,* and *The LaGrange Lenoirian.*

Aug. 8. Editorial, "Why Not Make it Unanimous?" Article, "Governor Morrison's Message to General Assembly on Port Bill."

Aug. 10. Editorial, "What About the Money." Article, "Text of Ship and Port Bill."

Aug. 14. Editorial, "How Business Men View It." Article, "Will Restore Referendum Clause to Boat Bill."

Aug. 15. Editorial, "Where is the Money to Come From." Article, "Boat Line Bill Warmly Argued In Senate Sessions."

Aug. 16. Editorial, "You Don't Tell Us Wherein." Article, "Senate Approaches Vote With Referendum Forces Confident."

Aug. 17. Editorial, "The Money Must Be Provided." Article, "Boat Bond Bill Passes All Three Readings In Senate."

Aug. 20. Article, "Boat Bond Bill Passes House."

Aug. 21. Article, "General Cox Heads Drive for Port Bonds."

Aug. 24. Article, "Big Bond Issue Drive Gives Assurance of Lively Campaign."

Sept. 8. Article by Louis T. Moore, of Wilmington, "State Owned Terminals Are Successful."

Sept. 10. Article, "General E. F. Glenn Contends for State Ports."

Sept. 11. Article, "General E. F. Glenn Talks On Port Measure."

Sept. 12. Article, "Governor Asks for Open Fight."

Sept. 14. Article by Senator P. H. Williams, of Elizabeth City, "Port Plan an Act to Increase Tax Rates." Article by Louis T. Moore, of Wilmington, "State Harbor Control Pays in San Francisco."

Sept. 17. Article, "Governor Morrison Talks to Anson People."

Sept. 18. Article by Senator P. H. Williams, of Elizabeth City, "Wilmington and Southport Would Be the Beneficiaries."

Sept. 19. Article, "A. A. Whitener Is Against Port Bill." Article, "Governor Morrison Talks At Fayetteville." Article, "Bowie Talks of His Railroad Project."

Sept. 21. Article by Senator P. H. Williams, of Elizabeth City, "The Port Bill Lacks Economic Soundness."

Sept. 24. Article by R. F. Beasley, of Monroe, "Advantages So Apparent Risks Become Insignificant."

Sept. 26. Article by Frederick H. Faye, "Maine's Experience With State Owned Terminals."

Sept. 28. Article by Senator P. H. Williams, of Elizabeth City, "Bonds, Ships, and Terminals." Article by J. W. Bailey, of Raleigh, "Put an End to Freight Rate Injustice."

Sept. 30. Article, "Virginia Editor Urges Terminals." Letter from Judge Geo. H. Brown, of Washington, on port bill.

Oct. 2. Article, "Governor Morrison at Greensboro."

Oct. 3. Article, "Houston Pleased With Terminals." Article, "Governor Morrison at Durham." Article, "Government Ships Are Losing Money."

Oct. 4. Article, "Governor Takes Fight to Critics."

Oct. 5. Article by Louis T. Moore, of Wilmington, "Boat Line Pro-

posal Is Arousing More Interest." Article by Senator P. H. Williams, of Elizabeth City, "Bond Advocates Are Blinking at Facts."

Oct. 6. Article, "Stone Supports Port Terminals."

Oct. 10. Article, "Governor Morrison Urges Terminals at Gastonia."

Oct. 12. Article by James T. Ryan, of High Point, "Terminals Scheme Will Not Make Good Its Promise." Article by J. S. Kuykendall, of Winston-Salem, "Issue Is Taken With Williams On Port Bill."

Oct. 14. Article, "Governor Morrison Argues for State Ports at Mount Airy."

Oct. 15. Article, "Governor Morrison Urges Port Facilities at Concord."

Oct. 18. Article, "Scales Speaks On State Ports at Henderson." Article, "Big Crowd Hears Governor Morrison Speak at Asheboro." Article, "Bob Page against Port Bond Issue."

Oct. 19. Article, "Allen, of Kansas, Favors Port Bill." Article, "Senator Brown Calls for State Terminals." Article by S. A. Jones, of Waynesville, "Governor's Ideas Are Unsound." Article by Chester F. Lewis, of Greensboro, "Maine Points Way For Development of North Carolina Terminals." Article by J. W. Foreman, of Elizabeth City, "State Should Go Slow on More Bond Issues." Article, "R. O. Everett Talks Ports at Hamilton."

Oct. 21. Article, "President E. C. Brooks Endorses Proposal."

Oct. 22. Article, "Maine Ports Have Not Made Money." Article, "C. R. Pugh Fights Port Bond Issue."

Oct. 23. Article, "Progressive Farmer Joins Fight for Port Terminals." Article, "Senator Williams Speaks Against Port Bond Issue at Littleton."

Oct. 24. Article by Robert N. Page, of Southern Pines, "Terminals Will Not Cut Rates."

Oct. 25. Article, "Competition Brings Results." Article, "Virginia Howls Against Rates." Article, "Port Supporters Get High Praise." Statement by Dr. Collier Cobb, of Chapel Hill, "Geologist Says Ports Unnatural."

Oct. 26. Article by Senator P. H. Williams, of Elizabeth City, "Senator Williams Replies to Arguments of Kuykendall and Bailey." Article by Carl Goerch, of Wilson, "Commissioner Eastman is Quoted On Port Question." Article by E. E. Britton, of Washington, D. C., "Port Measure is Unsound." Letter from Judge Geo. H. Brown, of Washington, on port bill. Letter from John W. Kurfees, of Winston-Salem, on port bill. Letters from N. A. Gregory, of Oxford, and C. W. Hunt, of Charlotte, on port bill.

Oct. 28. Article, "Commissioner Eastman Had No Idea of Talking for Publication."

Oct. 29. Article by Carl Goerch, of Wilson, "Goerch Says Eastman's Views Were Correctly Reported by Him." Article by Senator P. H. Williams, of Elizabeth City, "Freight Rates and Automobiles." Article, "Governor Argues for State Ports at Tarboro." Article, "Port Folks Say Senator Williams Stands Alone."

Oct. 30. Article by Dr. E. C. Branson, of Chapel Hill, "Four Bare-Bone Facts—Bare-Bone Fact No. 1." Article, "Governor Morrison Tells East of Hopes at Greenville." Article by E. E. Britton, of Washington, D. C., "Britton Stands by Claim That Goerch Statement Was Repudiated."

Oct. 31. Article, "Senator Simmons Argues For State Ports." Article, "Eastman Declares No Value Should Be Given to Statement on Ports."

Nov. 1. Article, "Commissioner Blair Calls for a Halt in Bonds." Article, "General Cox Challenges Port Opponents."

Nov. 2. Article by Clarence Poe, of Raleigh, "Vote for the Future." Article by H. D. Williams, of Kenansville, "Against Bonds for Ports." Article, "Governor Says Port Foes Not Disinterested." Article, "General Cox Shows Hand On His Expense." Article, "Farrell Says Source of Funds is Known." Article by W. T. Couch, of Chapel Hill, "Poetry Instead of Facts In Terminal Proposition." Article by S. A. Jones, of Waynesville, "Opposing Port Measure." Article by Dr. E. C. Branson, of Chapel Hill, "Four Bare-Bone Facts—Bare-Bone Facts Nos. 2, 3, and 4." Article, "Former Congressman Page Makes Sharp Attack on Executive At Kinston." Letters on port bill from Senator P. H. Williams, of Elizabeth City; J. L. Graham, of Winston-Salem; and Judge Geo. H. Brown, of Washington.

Nov. 3. Article, "Cox States Page Deserted Wilson." Article, "Ports Fought by Wealth, Says Cox." Article, "Walter Brock is for Port Plan." Article, "Marion Butler Is For State Terminals." Article, "Ferrell Invites Thorough Inquiry."

Nov. 4. Article, "Millionaire Says He Will Build Railroad if Port Bill Carries." Article, "W. A. Erwin, of Durham, Opposes Port Bond Issue." Article, "General Cox Predicts Big Majority." Article by Dr. R. S. MacElwee, of Charleston, S. C., "Port Terminals at Charleston." Article by J. H. Alexander, Jr., of Scotland Neck, "In Opposition to Port Terminals Bill."

Vol. IV, No. 8 December 16, 1924

UNIVERSITY EXTENSION DIVISION

University of North Carolina Extension Bulletin

SERVICE TO THE STATE

BY THE

UNIVERSITY OF NORTH CAROLINA EXTENSION DIVISION

DURING

The Biennium November 1, 1922 to October 31, 1924

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.
Entered as Second-Class Matter October 19, 1921

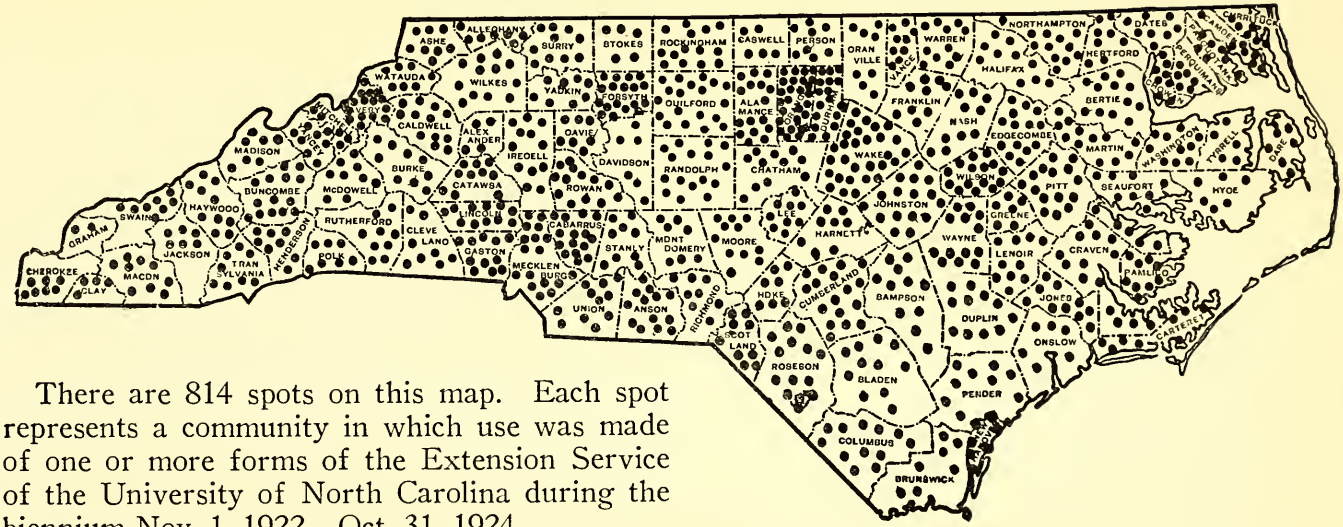
Published by the University of North Carolina twice a month, September, October, November, December, and once a month, January, February, March, April, May, June.

FROM THE INAUGURAL ADDRESS OF EDWARD KIDDER GRAHAM

"The state university is the instrument of democracy for realizing all of these high and healthful aspirations of the state. Creating and pro-created by the state it has no immediate part, however, in a specific social programme. Its service is deeper and more pervasive. It sees its problem as positive, not negative; as one of fundamental health, not of superficial disease. It looks on the state as a producer; not as a policeman. It is not so much concerned with doing a certain set of things, as infusing the way of doing all things with a certain ideal. Not by spasmodic reform, nor by sentiment, nor by the expiations of philanthropy; but by understanding, criticism, research and applied knowledge it would reveal the unity of the channels through which life flows, and minister to the purification of its currents. It would conceive of the present state and all of its practical problems as the field of its service, but it would free the term service from the narrowing construction of immediate practice. The whole function of education is to make straight and clear the way for the liberation of the spirit of men from the tyranny of place and time, not by running away from the world, but by mastering it. The university would hold to the truth of practical education that 'no knowledge is worth while that is not related to the present life of man; it would reject its error that only knowledge of nearby things has such a relation; it would hold to the truth of classical education (I quote) that 'things high and far away often bestow best control over things that are detailed and near', and reject its error of concluding that because certain things are high and distant they must possess that power. It would emphasize the fact that research and classical culture rightly interpreted are as deeply and completely service as any vocational service; but it would consider their service too precious to be confined in cloisters and sufficiently robust to inhabit the walks of men. The whole value of university extension depends upon the validity of the purity and power of the spirit of the truth from which it is derived. *Extension it would interpret, not as thinly stretching out its resources to the state boundaries for purposes of protective popularity, nor as carrying down to those without the castle gates broken bits of learning; but as the radiating power of a new passion, carrying in natural circulation the unified culture of the race to all parts of the body politic. It would interpret its service, not as sacrifice; but as life, the normal functioning of life as fruitful and fundamental as the relation between the vine and the branches.*"—University of North Carolina, April, 1915.

"SERVICE TO THE STATE"

The University of North Carolina: University Extension Division



Spots represent communities in North Carolina using the Extension Service of the University of North Carolina.

There are 814 spots on this map. Each spot represents a community in which use was made of one or more forms of the Extension Service of the University of North Carolina during the biennium Nov. 1, 1922—Oct. 31, 1924.

There are 1,622 post offices in North Carolina. During the biennium covered by this report the Extension Division rendered service to one-half of these places. Some service was rendered to every one of the 100 counties of the State.

UNIVERSITY EXTENSION SERVES LARGE NUMBERS

Nov. 1, 1922—Oct. 31, 1924

2,158 students registered for 2,307 courses in 139 extension classes held in 49 towns.

1,211 students in 98 counties registered for 1,841 correspondence-study courses.

568 physicians took summer post-graduate medical extension classes in 36 centers of the State.

87,500 people heard one or more of the 207 educational lectures scheduled by the Division in 110 communities.

1,757,950 pieces of second-class mail (educational bulletins, circulars, News Letters, etc.) were issued during the biennium.

6,800 high school students took part in the State championship debating and athletic contests.

980 people were reached by the Bureau of Design and Improvement of School Grounds.

2,600 requests for educational information were taken care of by the School of Education.

13,075 members of women's clubs studied programs or used library facilities.

5,951 package libraries containing 23,091 books and pamphlets were sent upon request.

950 people were reached by the field work of the School of Commerce.

5,960 letters were written in answer to requests for general information.

1,940 people were reached by the extension services of the School of Welfare.

25,000 people attended home talent plays and pageants directed by the Bureau of Community Drama.

8,150 people were served by the work of the Bureau of Community Music.

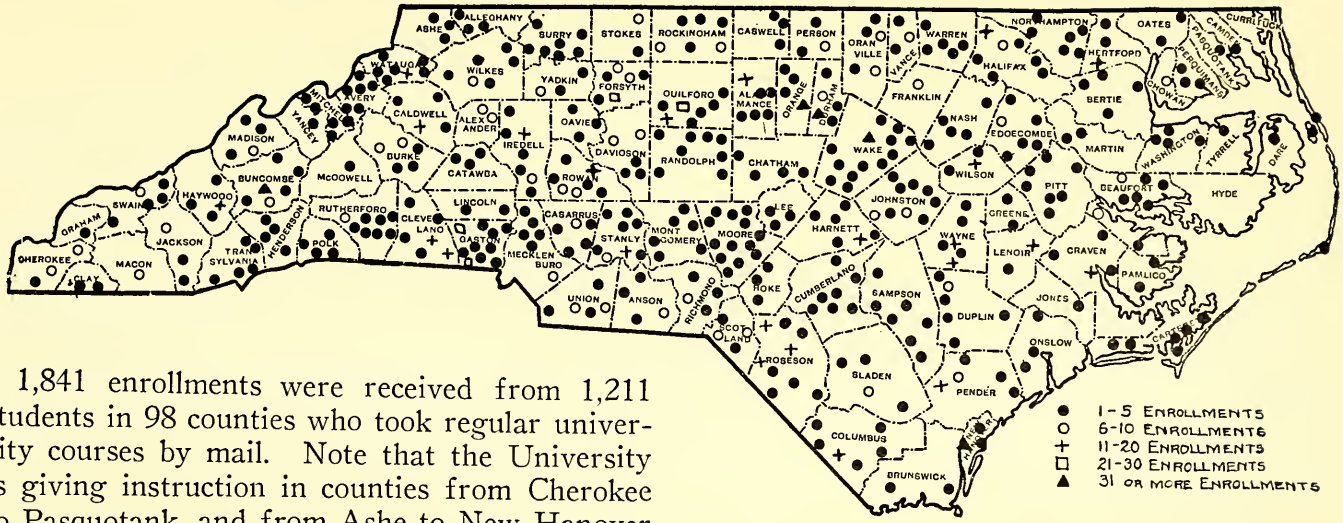
8,800 letters requesting information about North Carolina were answered by the Department of Rural Social-Economics.

16,000 homes received the "University News Letter" every week during the two-year period.

814 communities were reached by one or more forms of University Extension service.

Thousands of people attended the performances throughout the State of the Carolina Playmakers and the University Glee Clubs.

BUREAU OF CORRESPONDENCE INSTRUCTION

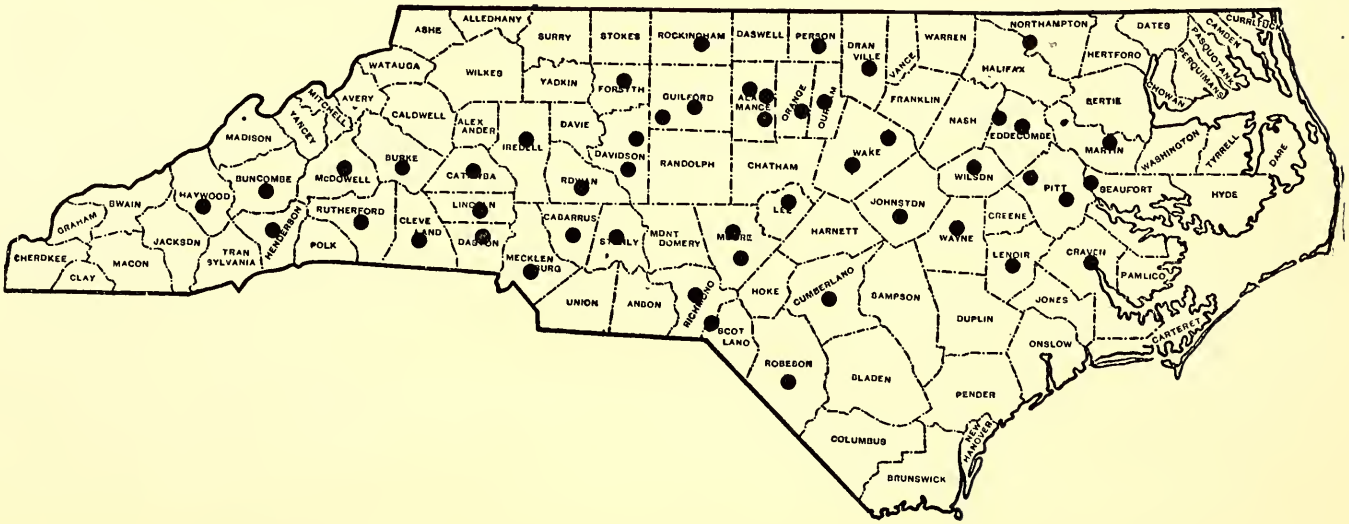


1,841 enrollments were received from 1,211 students in 98 counties who took regular university courses by mail. Note that the University is giving instruction in counties from Cherokee to Pasquotank, and from Ashe to New Hanover —the far corners of the State.

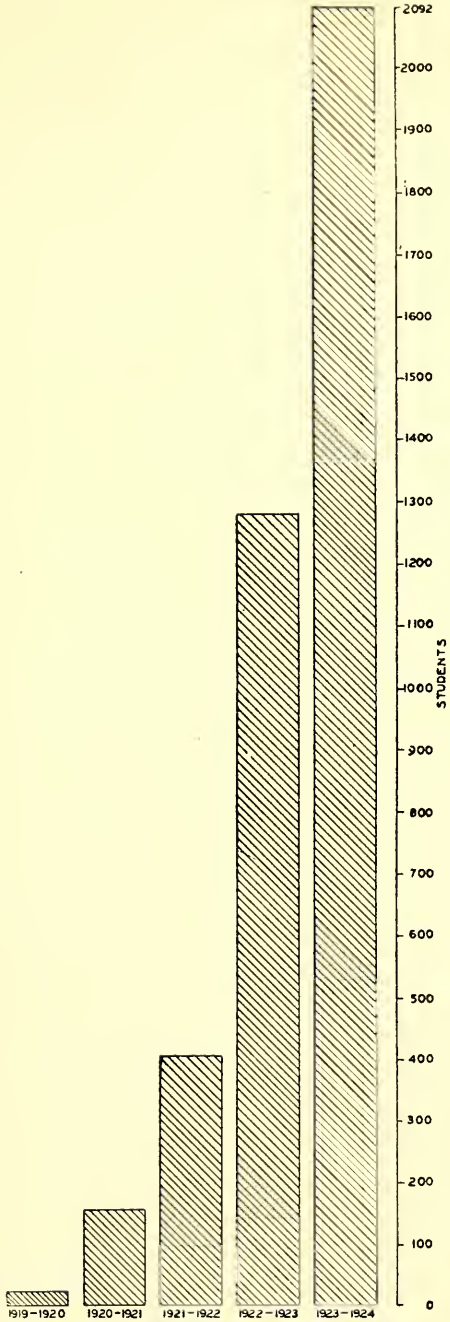
18,407 written lesson assignments were received from students by the Division and corrected by members of the faculty.

72 different courses in 15 departments are now available and are listed and described in the Correspondence Instruction Catalogue.

BUREAU OF CLASS INSTRUCTION

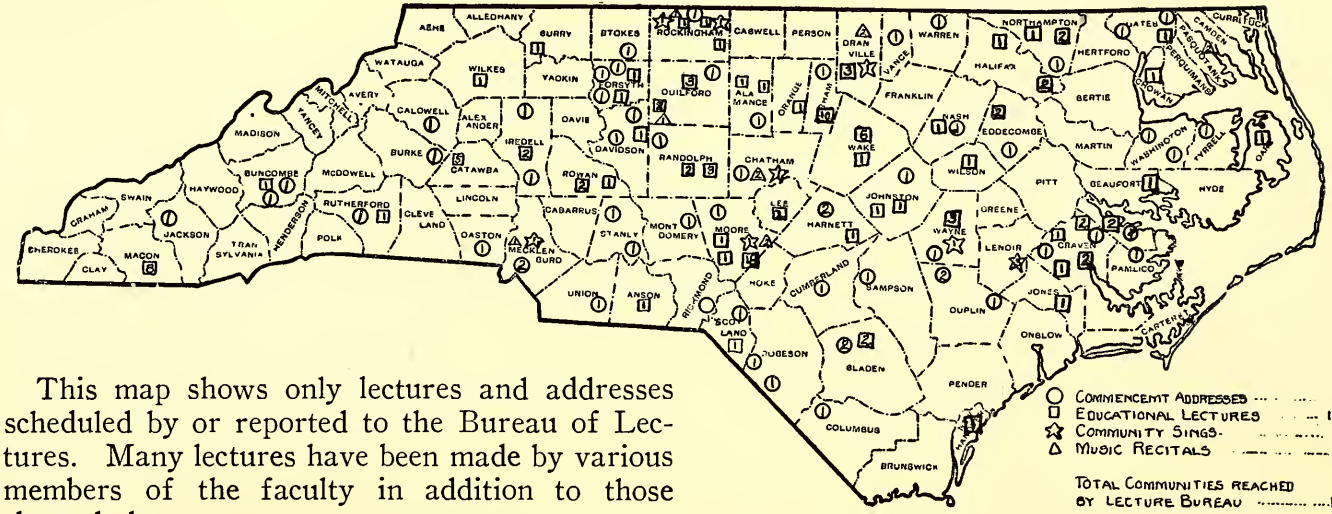


The spots represent centers where extension classes in regular university subjects have been held during the biennium. There are 49 such centers and 139 different classes have been, or are being held in these centers. 2,307 registrations were made by 2,158 students in extension classes during the biennium. University professors travel to the 49 communities once or twice each week to meet these classes. The 36 post-graduate medical classes with 568 doctors enrolled are included in this report.



STUDENTS IN EXTENSION DIVISION

BUREAU OF LECTURES AND SHORT COURSES



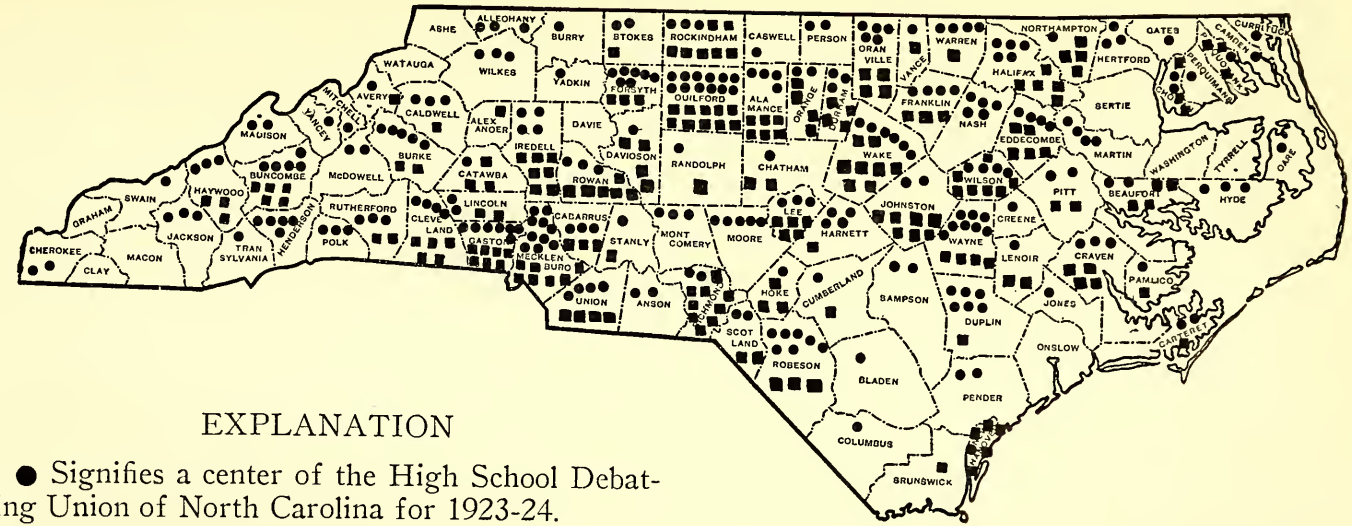
This map shows only lectures and addresses scheduled by or reported to the Bureau of Lectures. Many lectures have been made by various members of the faculty in addition to those charted above.

Popular or technical lectures are given by members of the faculty in response to requests from schools, clubs, community organizations, etc., also addresses for commencement or other special occasions. The organization for which the lecture is made pays the travel and subsistence expenses of the lecturer.

From time to time short intensive training courses and institutes are held at the University for select groups, the program ranging in duration from one day to two weeks. Five successful programs have been offered during the past two years, two for high school coaches, two for welfare workers and one for drama specialists.

BUREAU OF HIGH SCHOOL DEBATING AND ATHLETICS

The High School Debating Union and the High School Athletic Association



EXPLANATION

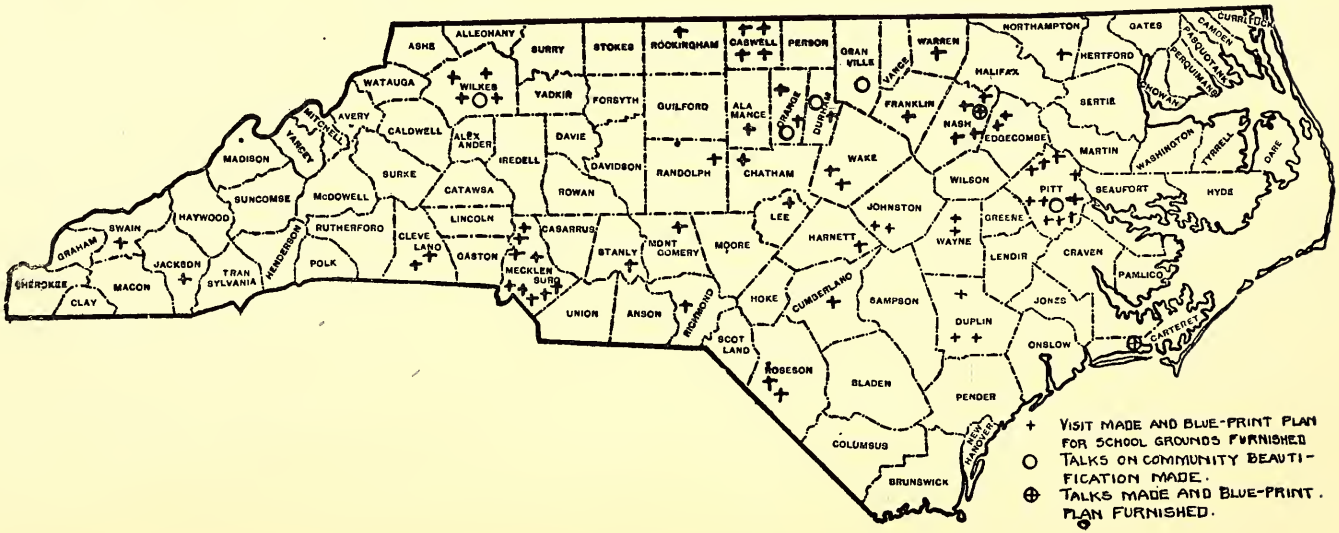
● Signifies a center of the High School Debating Union of North Carolina for 1923-24.

■ Signifies a high school athletic center for a State Championship Contest in 1923-24. 250 high schools in 90 counties took part in the debates in 1923-24; high schools participating in the various athletic contests numbered 205, in 57 counties.

Each year the University Extension Division conducts the affairs of the High School Debating Union which culminate in a State-wide debate at Chapel Hill and co-operates in carrying on State Championship contests for high schools in football, basketball, track, tennis, and baseball.

BUREAU OF DESIGN AND IMPROVEMENT OF SCHOOL GROUNDS

Supervised by The Department of Botany

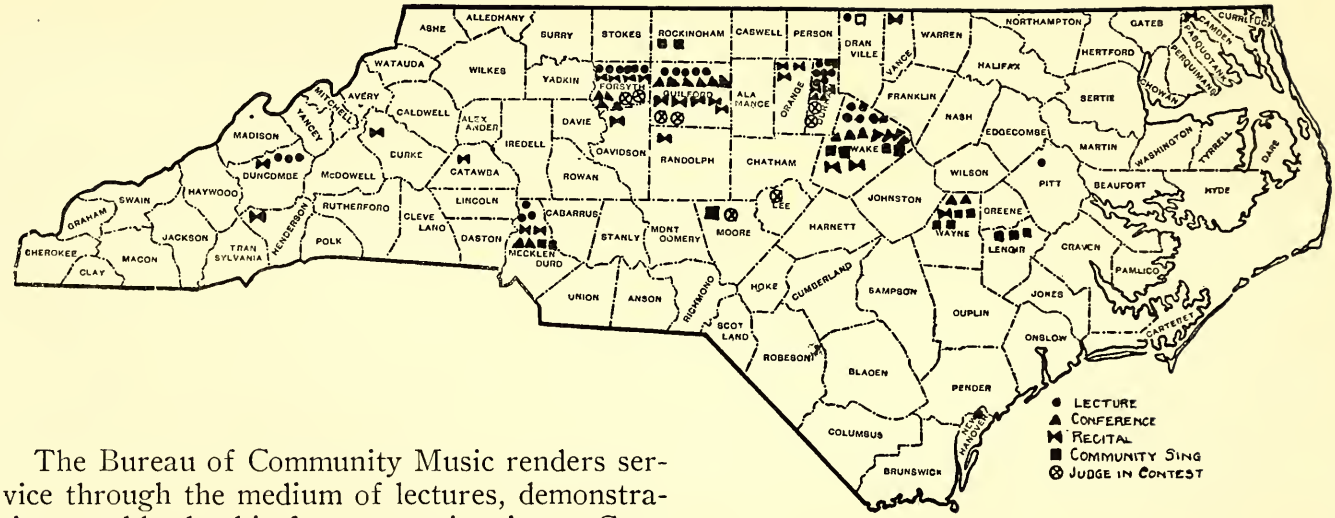


The principal function of the Bureau of Design and Improvement of School Grounds is to promote the beautification of public school grounds in North Carolina. However, designs and planting plans are also prepared for church schools, churches, and charitable institutions.

The work of this Bureau is carried on by visits of a field agent upon request, the preparation of specific plans, and the sending out of bulletins. The expenses of the field agent are paid by the school

BUREAU OF COMMUNITY MUSIC

(Music Department)



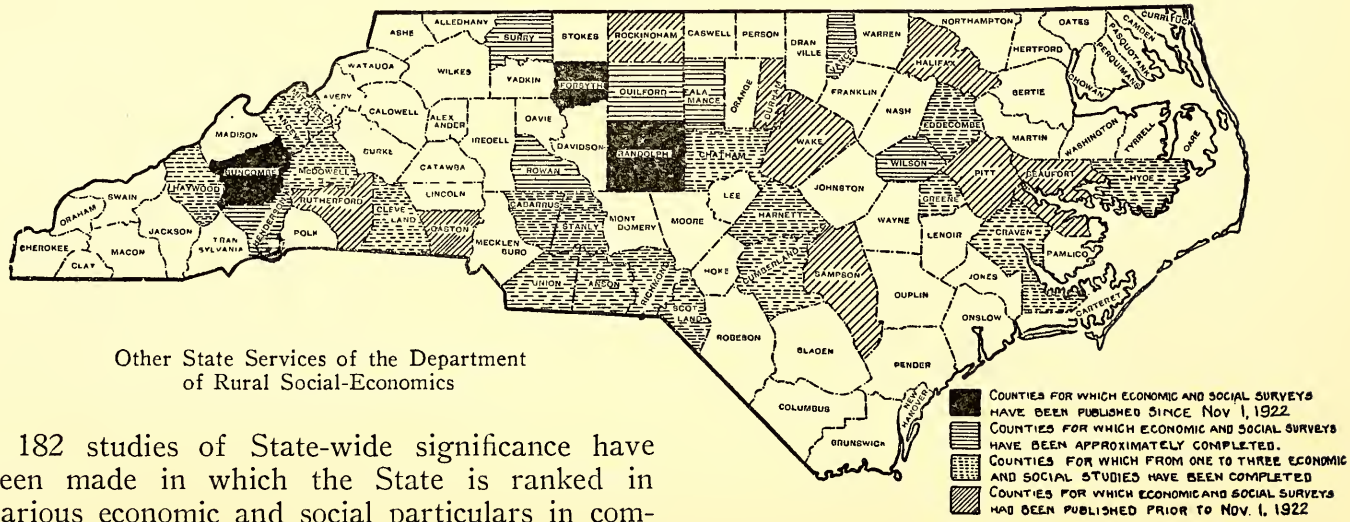
The Bureau of Community Music renders service through the medium of lectures, demonstrations, and leadership for community sings. Community choruses are organized upon request.

A limited number of piano and organ recitals are given each year; also combination vocal and instrumental recitals. The University Glee Club makes two State tours each year.

In addition to the services rendered as described above, during the biennium 23 magazine articles and approximately 1,800 letters were written, and aid was given to 27 communities in securing music teachers.

BUREAU OF ECONOMIC AND SOCIAL SURVEYS

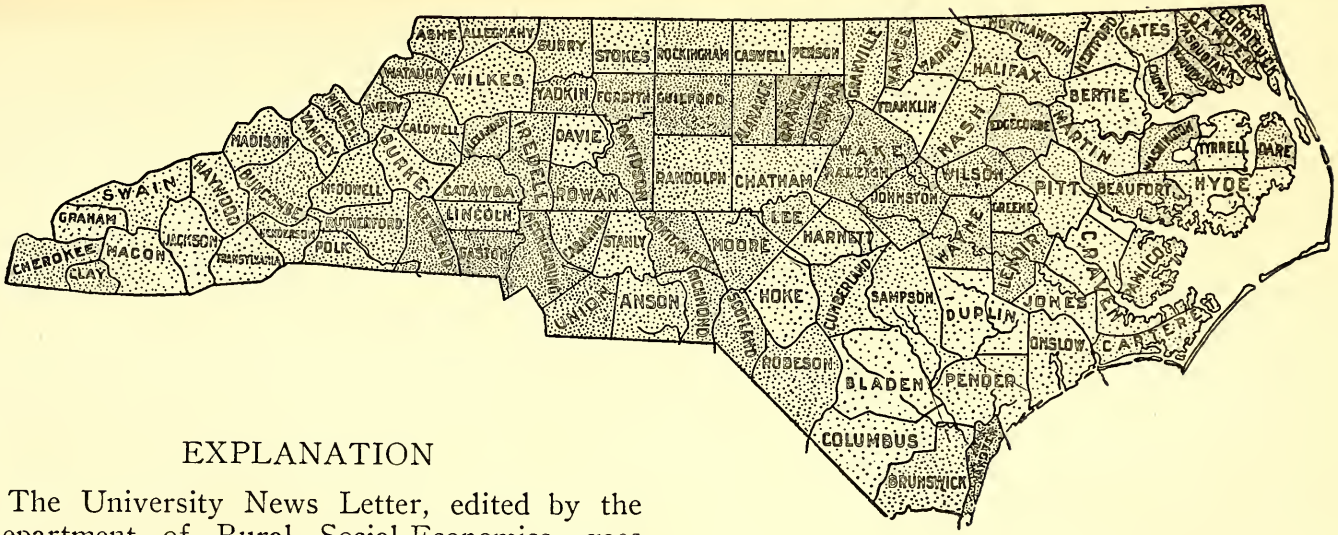
Studies Made by the Department of Rural Social-Economics



Other State Services of the Department of Rural Social-Economics

182 studies of State-wide significance have been made in which the State is ranked in various economic and social particulars in comparison with the other states of the Union, and the counties ranked in comparison with one another. Many of these have been published in the University News Letter, the distribution of which is shown by the next map. Seven thousand eight hundred inquiries about North Carolina life and business, involving much research, have been answered during the two years covered by the report.

Readers in North Carolina. Each dot represents one household



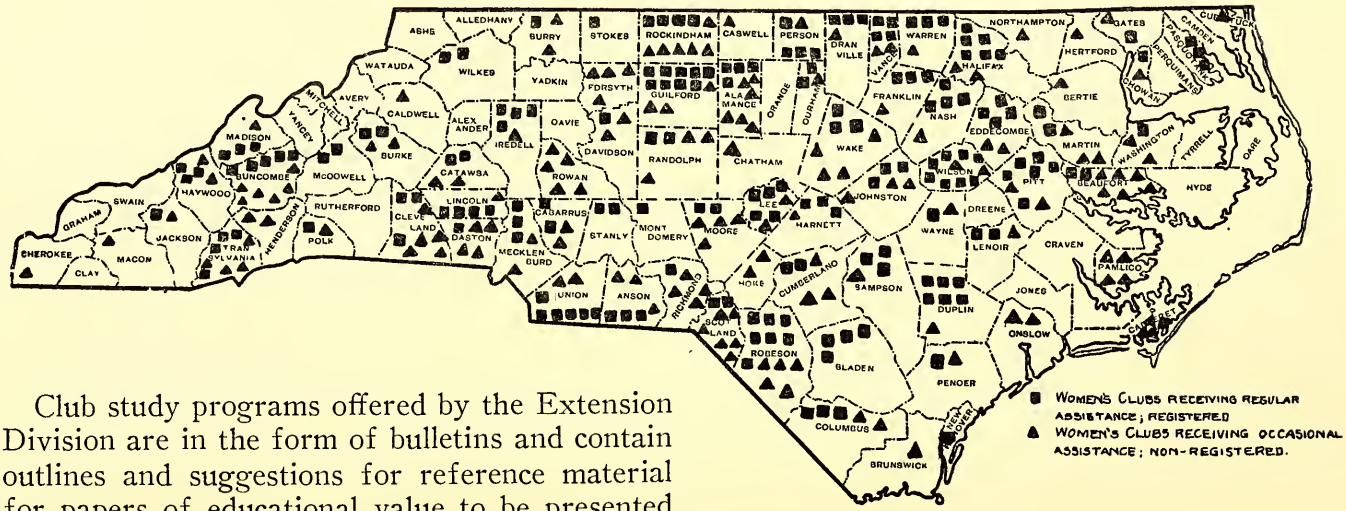
EXPLANATION

The University News Letter, edited by the Department of Rural Social-Economics, goes free of charge every week to every newspaper in North Carolina, to sixty papers in other states, to 16,000 North Carolina homes, and to other readers in forty states of the Union and seven other countries of the world. It is devoted to the economic, social, and civic problems of North Carolina. It carries to the people of the State brief weekly reports of studies focused upon their problems and puzzles of life and livelihood.

The News Letter could not be given to the people of the State but for the seminar library of the Department of Rural Social-Economics, which is perhaps the largest and best library of this sort in the United States. This library not only serves the students on the campus but through the News Letter conveys accurate essential information about North Carolina to the readers, thinkers, and leaders of the State.

BUREAU OF PUBLIC DISCUSSION

Women's Club Section

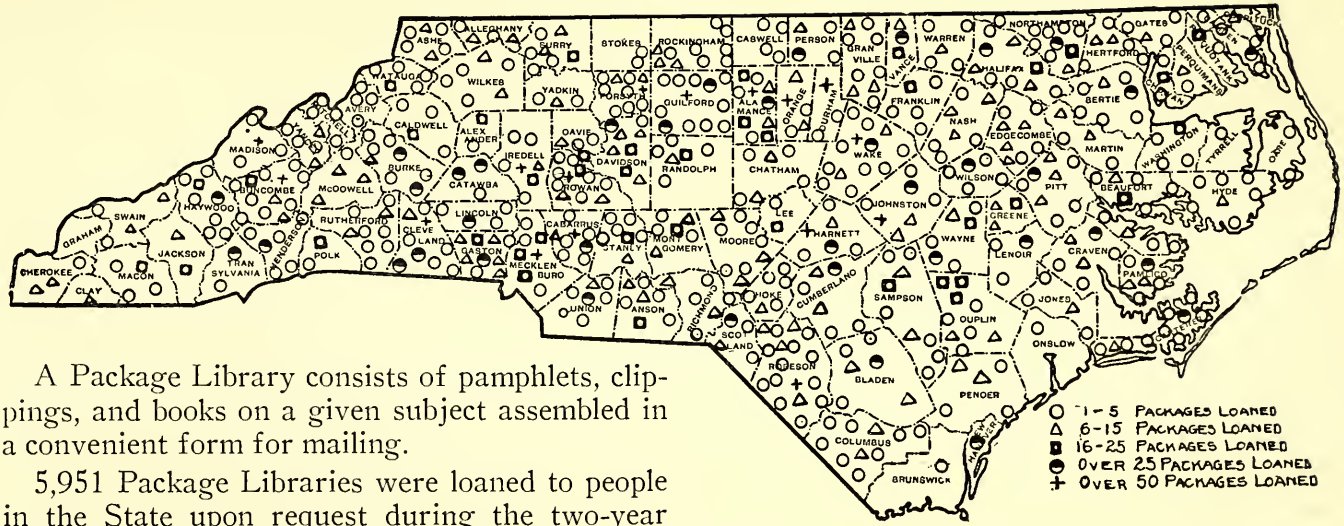


Club study programs offered by the Extension Division are in the form of bulletins and contain outlines and suggestions for reference material for papers of educational value to be presented by the various members of the clubs which register with the Bureau of Public Discussion.

845 clubs used regular programs or the library service of this Bureau during the biennium. These 845 clubs were made of up 13,075 women who were sent upon request 3,226 packages containing 12,419 books and pamphlets.

BUREAU OF PUBLIC DISCUSSION

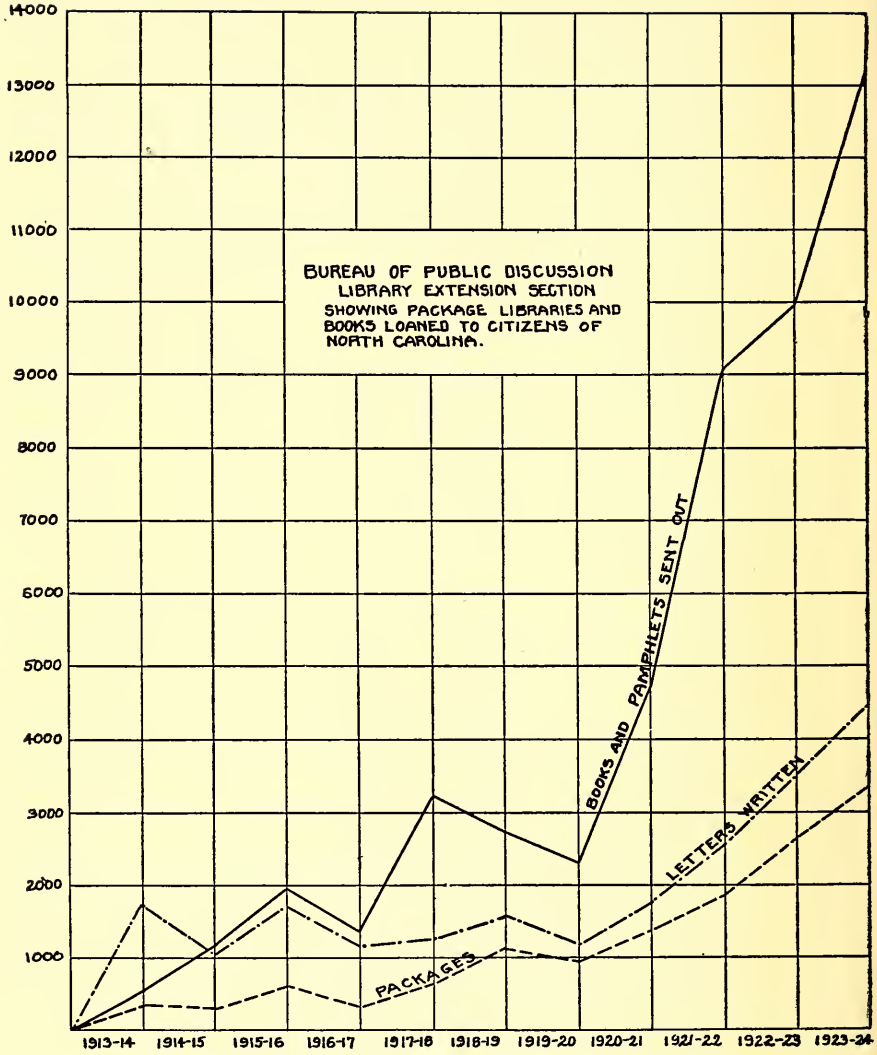
Library Extension Section



A Package Library consists of pamphlets, clippings, and books on a given subject assembled in a convenient form for mailing.

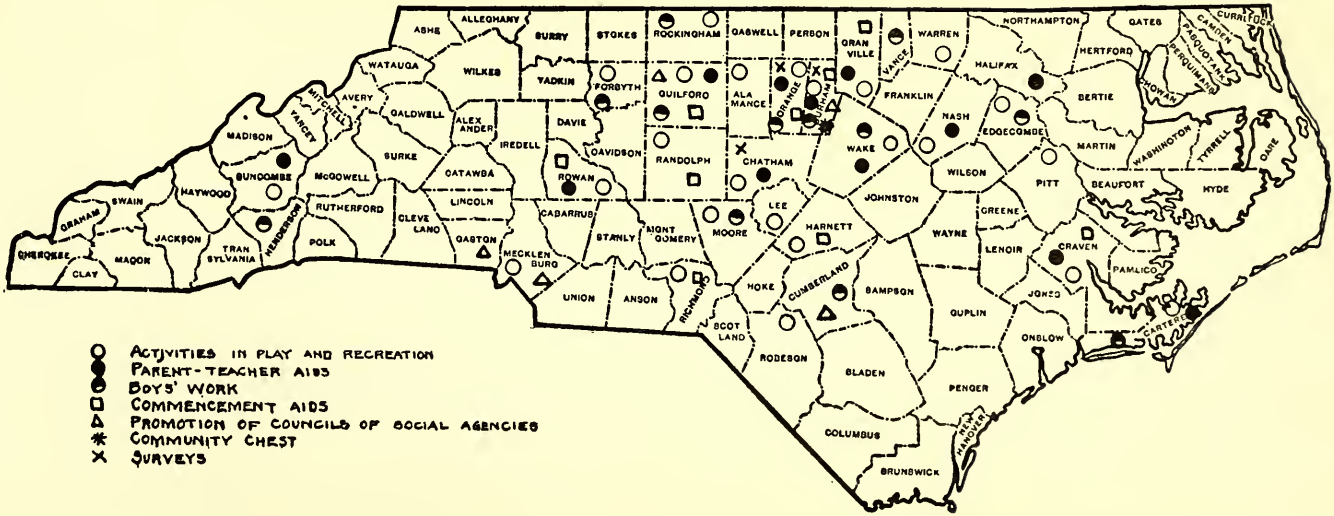
5,951 Package Libraries were loaned to people in the State upon request during the two-year period covered by this report. These Package Libraries were made up of 23,091 pieces (books and pamphlets), and went to 564 communities distributed as shown in the above map.

The Package Library Service reached every county in the State except one.


BUREAU OF PUBLIC DISCUSSION
LIBRARY EXTENSION SECTION
SHOWING PACKAGE LIBRARIES AND
BOOKS LOANED TO CITIZENS OF
NORTH CAROLINA.
14000
13000
12000
11000
10000
9000
8000
7000
6000
5000
4000
3000
2000
1000
BOOKS AND PAMPHLETS SENT OUT
LETTERS WRITTEN
PACKAGES
1913-14
1914-15
1915-16
1916-17
1917-18
1918-19
1919-20
1920-21
1921-22
1922-23
1923-24

BUREAU OF RECREATION AND COMMUNITY ORGANIZATION

Maintained by The School of Public Welfare



BUREAU OF COMMERCIAL AND INDUSTRIAL RELATIONS

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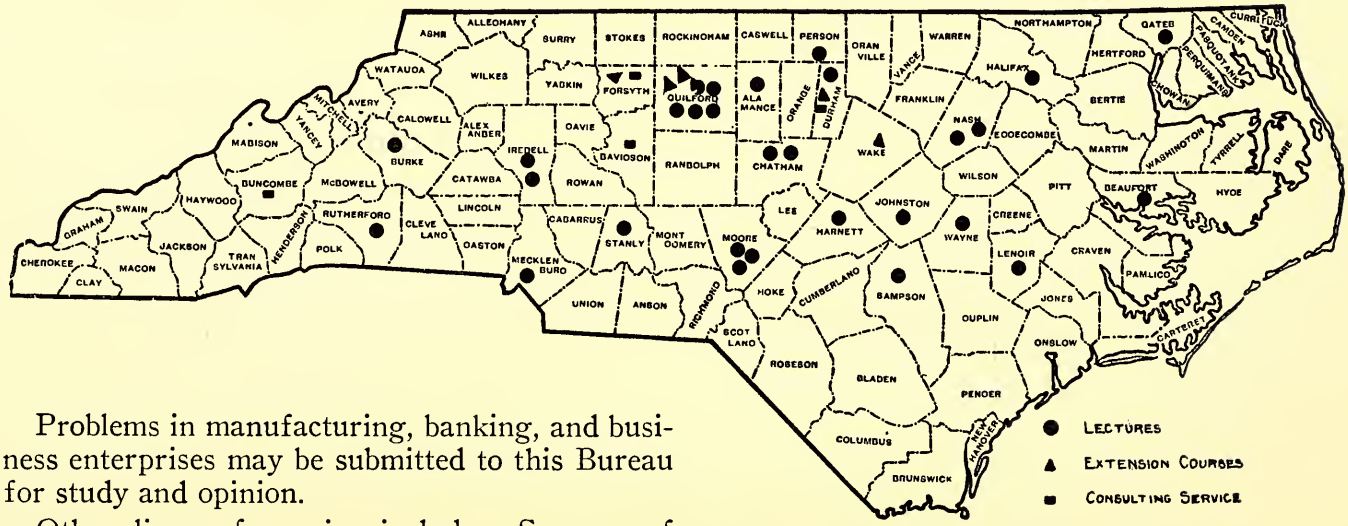
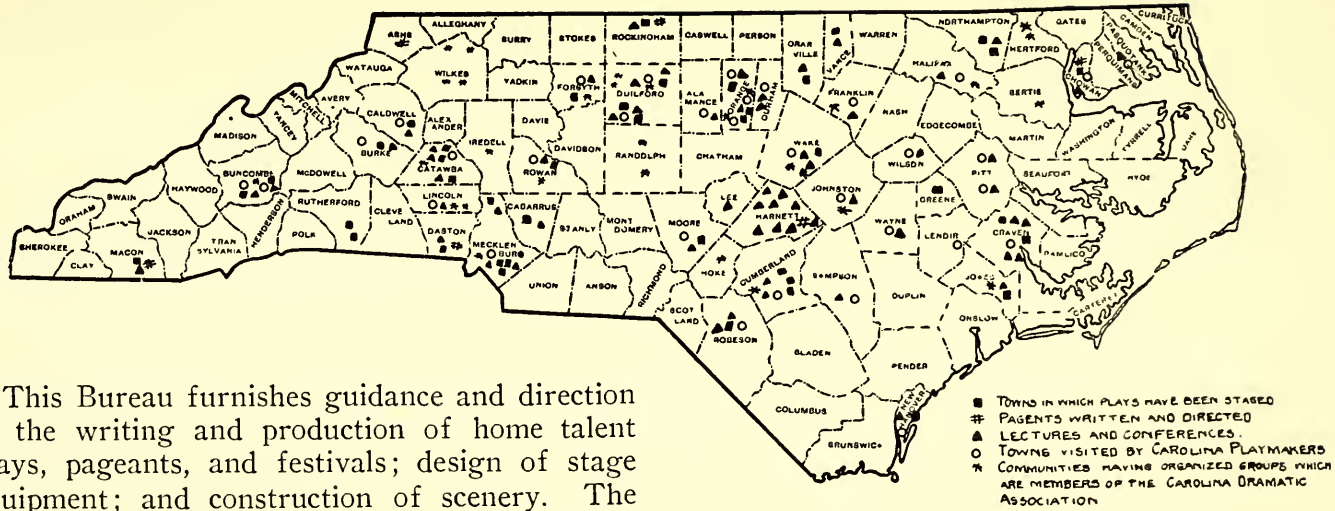


Problems in manufacturing, banking, and business enterprises may be submitted to this Bureau for study and opinion.

Other lines of service include: Surveys of natural resources, transportation, and trade territories; special lectures for civic clubs and business organizations; investment information service; reading lists on business topics; short lecture courses on investments, labor problems, etc.

BUREAU OF COMMUNITY DRAMA

(English Department)



This Bureau furnishes guidance and direction in the writing and production of home talent plays, pageants, and festivals; design of stage equipment; and construction of scenery. The aim is to build a native folk drama in North Carolina.

A field representative is available and upon request will visit any community in the State to take charge of creating or directing local dramatic effort.

2,036 packages of playbooks, bulletins, and other materials were sent out in response to requests. 748 communities received service from this Bureau. Plays and pageants were directed in 62 towns.

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UNIVERSITY OF NORTH CAROLINA
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CHESTER D. SNELL, DIRECTOR.

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N.C. COMMERCE AND INDUSTRY
EXTENSION BULLETINS.
CIRCULARS.

BUSINESS ADMINISTRATION

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PUBLICATIONS.
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TEACHERS' APPOINTMENTS.
ADVICE AND CDUNSEL WITH REFERENCE TD SCHDOL BUILDINGS, EQUIPMENT, ADMINISTATIVE PROBLEMS, ETC.

E. A. Birge, President of the University of Wisconsin, says:

"Now, University Extension is one of the methods of preserving fluidity in a population which is increasing upon the fixed area of the state to such a degree that it tends to become stratified. It gives an opportunity for spiritual movement, so to speak, on the part of thousands of individuals to whom change of physical conditions is denied as a way of escape. It offers a way out from a life which they feel is cramping them. It offers freedom from social and intellectual conditions which they are finding burdensome and from which they desire to escape.

"And this is not all. Extension is bettering the society in which these individuals live. By advice on specific problems it is aiding to improve social conditions. It is aiding also to integrate society in ways and places where the individual and family heretofore found themselves isolated and deprived of the social advantages to which they feel they are justly entitled."

"A university's service ought not to stop where its campus stops. Its business is twofold: to train individuals and to co-operate effectively and immediately in the great work of commonwealth building. It serves the future through its teaching and research. It must also serve the present. The special expert knowledge and skill assembled on a university campus ought to be daily at the disposal of the State. A university and its state must be in partnership with each other, and I believe that in North Carolina they are."—*President Chase.*

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

WHAT NEXT IN NORTH CAROLINA?

NORTH CAROLINA CLUB YEAR BOOK, 1923-24

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

PATRIOTISM BEGINS AT HOME

You can love a country if you begin by loving a community, but you cannot love a country if you do not have the true rootages of intimate affection which are the real sources of all that is strongest in human life.—Woodrow Wilson, in Robert E. Lee, An Estimate.

COMMUNITY CITIZENSHIP

Those who are indifferent to the good of the community in which they live are neglectful of their own duties and guilty of criminal carelessness, since they leave public concerns to be the prey of the unscrupulous.

There are many temptations to selfishness in using any power or privilege, and plausible excuses can always be alleged for shirking responsibility; but those who habitually bring a faith, either in Humanity or in Christ, to bear on their daily conduct as citizens will be encouraged to hope for the realization of a distant ideal and ready to forego the prospect of personal reward.—Archdeacon Cunningham of Ely, in Christianity and Economics.

KNOW YOUR HOME STATE

The North Carolina Club is an organized effort to discover, interpret, and direct the forces, agencies, and institutions that fatefully have made communities and countries, states and nations in the past, and that are today writing the stories of their future. The forces at play in any social group, however small, are exactly the forces that are at play in the world at large. Every community is the world writ small, and the world is any community writ large—as Woodrow Wilson once said. Every trait of human nature anywhere manifest on earth is present in every little social area. Every clique and coterie of souls is an epitome of humanity entire, in some one or another stage of devlopment. The macrocosm is made up of infinite microcosms, all of a sort, for human nature is very much akin, quite as Josh Billings says. Every village is a bundle of relations, a knot of roots, whose flower and fruitage is the world, said Emerson; and he adds, "I have no expectation that any man will read history aright who thinks that what was done in a remote age by men whose names have resounded far has any deeper sense than what he is doing today."—E. C. Branson, in Local Study-Clubs, An Essay at Citizenship.

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THE NORTH CAROLINA CLUB

1923-1924

President, George Harold Lawrence, Orange county; *Vice-President,* Arthur Franklin Raper, Davidson county; *Secretary,* S. H. Hobbs, Jr., Orange county.

Steering Committee: E. C. Branson, Orange county; H. W. Odum, Orange county, J. F. Steiner, Orange county; S. H. Hobbs, Jr., Orange county.

Membership Committee: W. E. White, Cleveland county; J. O. Bailey, Wake county; C. E. Cowan, Burke couty; A. E. Baum, Hyde county.

Publicity Committee: E. S. McDaniel, Jr., Vance county.

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THE NORTH CAROLINA CLUB

A FOREWORD, BY E. C. BRANSON

1. The North Carolina Club at the University of North Carolina was organized in the fall of 1914. It is composed of faculty members and students of all classes and schools. Its membership is not large—as a matter of fact, it is always small. We have found that as a rule the people on the campus who have time to devote to the social-minded purposes of such a club are right around fifty year by year. The club meets on fortnightly Monday nights for one hour. The club schedules are matured, detailed, dated, and bulletined in the early fall of each college year. At the first meeting of the club in the new college year, the definitely dated details of the program are chosen by various club members. Thus the program of the year usually consists of some sixteen sessions at which are reported the investigations, interpretations, and applications of the volunteer research workers. The field covered in the yearly programs of the Club is the economic, social, and civic problems of North Carolina—the puzzles of life, livelihood, and statehood in the home state. The subjects are almost always research enterprises, and the results are entitled to college degree credit whenever they approach the high level of research standards in the University.

2. Manifestly then, the purposes of the club are (1) competent acquaintance with the forces and influences, institutions and agencies, drifts and tendencies that are making or marring the developing democracy of the Mother State; (2) intelligent, interested, active citizenship as a fundamental necessity in democratic communities; and (3) competent public service. The club assumes that a proper study for North Carolinians is North Carolina; that an acre in Tarheelia is worth a whole township in Utopia, to paraphrase an arresting sentence of Macaulay's; that knowing on which side of a commonwealth's bread the butter is, is worth at least as much as knowing on which side of the Hellespont Abydos was.

3. The Club Year-books are an easy index of club ideals, purposes, and achievements. These Year-books are (1) The Resources, Advantages, and Opportunities of North Carolina, (2) Wealth and Welfare in North Carolina, (3) County Government and County Affairs in North Carolina, (4) State Reconstruction Studies, (5) North Carolina, Urban and Industrial, (6) Home and Farm Ownership in North Carolina, (7 and 8) What Next in North Carolina (in two annual volumes to date). The discussions of the club are passed on to the state, along with other research results in the department of Rural Social-Economics, in the columns of the University *News Letter,* which goes at present, free, fifty times a year to twenty thousand homes in North Carolina and other states, to every newspaper in the state, and which, directly or indirectly, reaches a half-million readers weekly.

4. The outstanding purpose of the club is to interest University students in the problems of the home state, to arouse them and prepare them for active participancy in community, county and state affairs, and to put them in way of growing into effective leadership in the life beyond the campus walls. It is proper to say that such were the purposes of the Watauga Club in Raleigh, composed of Walter H. Page in the days of his buoyant youth, Chief Justice Walter Clark, John G. Duggar, Alfred Haywood, and later on, E. C. Branson, Clarence Poe, and many another young North Carolinian who long ago dreamed of careers useful to North Carolina. Out of this club came many epoch-making results for the state. They need not now be here detailed. I merely wish to record the fact that the North Carolina Club at the University is the offspring of the Watauga Club in Raleigh and that the ideals and purposes today are exactly of a sort with those of the original club in the capital city in the boyhood days of Walter H. Page.

FOREST CONSERVATION IN NORTH CAROLINA

W. E. White, Cleveland County

It is needless to say that our American people have been extravagant with their forest resources. Almost all of eastern America was once covered with vast forests of giant oaks, pines, hickory, and numerous other valuable trees. Our forests were the greatest found on earth. Almost every acre was covered with trees that had stood for generations. The early settlers of America marveled at the size of these trees which served as a subject for literary masterpieces. But these boundless forests, celebrated in song and story, are practically a thing of the past. For several generations these extensive forests were the natural enemies of our forefathers. They had to be destroyed in order to plant crops. Trees were girdled, and great areas were set on fire to afford a clearing. At that time our population was scant, and our timber supply seemed sufficient for all future time. But what is the situation at the present time?

In Eastern Carolina

Eastern Carolina was formerly the home of the celebrated long leaf pine. A century ago hundreds of thousands of acres were covered by these majestic pines. As late even as three or four decades ago extensive areas of that type of timber were still intact. But where in North Carolina today is there to be found a long leaf pine forest of any size? It is true that proud owners have zealously guarded a few small areas, but the total area is small indeed as compared with the long leaf pine forests of even a generation ago. Truly the time has come when there are few opportunities left for the present generation to witness what was once the pride of the state.

For many years the eastern portion of the state was the scene of an enormous turpentine activity. The trees were first boxed and then chipped as far as the long-handle blades could reach. This great naval industry caused us to become known as the Tar Heel State. Following in the wake of the immense rosin and turpentine industry came the saw mill; whole forests were devoured and no thought for the morrow was taken by anybody, and least of all by those interested in the lumber industry. No one seemed to think of the needs of the future. Now, the great forests are practically gone and the small saw mills are completing the destructive work that the larger ones began.

The year 1914 marked the climax of lumber production in this state. At that time the annual cut amounted to two billion two hundred million board feet and North Carolina ranked as the fourth state in the Union in the amount of lumber cut. The annual cut at present is just half what it was nine years ago and we have fallen to ninth place, with an even lower rank in sight.

Spring Clearing

One who has traveled in the tidewater country says that a sickening sight presents itself through that section of the state in the spring season. It seems that forest fires are prevalent there at that season, because areas are burned off in order that crops may be grown or that natural grass may come up for cattle pasture. These fires, designed for undergrowth, blister young long leaf pines on thousands of acres of Carolina soil. Whole areas of young pines have been killed by this process. There is no excuse for this but ignorance. Wood is burned in these fires that would bring six dollars per cord in some sections of the state. The time is not far distant when the short-sighted people will regret their wastefulness of today, just as we now regret the manner in which our original forests were so wantonly destroyed.

Many thousands of acres have been drained at an enormous cost and then the great pines and cypress trees were set fire to and burned off. The stumps of trees two and three feet in diameter are all that is left to testify to this enormous waste. One man who had cleared up many thousand acres in this way said it was too expensive to cut the trees and get them out. What would he think twenty years hence when these trees would bring more clear profit than the crops he will grow in the meantime? Even after the forests are burned off the land remains idle, growing up in bushes, because of a lack of farmers or workers or settlement policies. The timber is gone, the land is untilled and the expenditures on drainage are often total losses.

There is one tract of land in this state that covers around 17,000 acres on which stood recently a fine forest. Today, as far in every direction as the eye can see, there is not a single tree left standing, except a few small ones that have been planted here and there about the few farm homes that have been erected. The entire tract was fired and re-fired in past years until every vestige of plant life was destroyed. As a result of this vandalism, the people now living there are planting trees to shade their homes.

The extensive hardwood forests in the mountain and other western counties have suffered similar treatment. Here and there whole mountain sides have been completely stripped of virgin forests and the bare soil left to be eroded and washed away by heavy rains. The treatment Mt. Mitchell has received is sufficient alone to awaken the public to some sane action and hundreds of other peaks have been or are being treated in the same way. Not a single county in the state has escaped the needless waste of her native forest resources.

A Forest Policy Needed

It is said that all civilized and semi-civilized nations today except China care for their forests. Until recent years our country ranked almost with backward China in this respect, and even today we rank far behind the progressive modern nations of the world in the protection, preservation, and conservation of our forest resources. Progressive Japan has a well developed forest system and a national forestry school. In Austria, Italy, Norway, and Sweden, government forestry is a well established part of the national policy. Turkey, Greece, Spain, Portugal, New Zealand, Australia, Canada,

and many other countries, have state policies that are forward looking. But Germany, France, Denmark, and Switzerland have done more to preserve their forests than the other countries. Switzerland had a national forest policy before America was even settled. Germany holds a higher position in forestry science than any other country. She has seven forest schools and the study of forestry, both in these schools and in the forest experiment stations, is pursued with eagerness.

The forests of France, also, are commendably managed. In addition to handling their national forests with great intelligence and success, the French have done much for the general progress of forestry. They developed the art of re-foresting denuded mountains and were the first to plant trees on moving sand dunes and along the seashores. The cutting of trees in France is supervised by the government. The young trees and seedlings are carefully saved and given protection. Only the mature trees are allowed to be cut and taken out, or the immature ones where it is necessary for the better growth of those left. They have fire lines through the forests which are frequently used for highways. The great care with which France guards her forests is astonishing to Americans who are accustomed to universal waste.

The trees of proper size are marked to be cut, the bodies of the trees being used for building material. The limbs are then trimmed of all their smaller branches and piled up for cord wood. Even the limbs an inch or even less in diameter are used for that purpose. The remaining branches and twigs are then collected and bound together in bundles as fagots to be used for cooking and heating purposes. Nothing is left to waste on the ground when the Frenchman has finished with the tree. It is obvious that there is quite a difference between the French method of preserving timber and the wasteful timber method found in North Carolina.

It Pays in France

France is dependent on the timber she grows and therefore she grows it with much care. There is very little idle or waste land in France. Whatever land is not suited for crops or grazing is growing trees. The forests of France are annually returning yields of timber that compare favorably with crop values. The trees are cut as they mature, so that new growth is always coming on. The forests in the Vosges mountains, for example, produce an average value of twenty-two dollars' worth of timber per acre annually. What France, Germany, and the other countries have done, this state must do eventually.

Merchantable timber is already scarce. Not more than fifteen years ago good pine lumber could be bought for from ten to fifteen dollars per thousand feet. Today it is selling for from five to seven times that amount, and the quality is not so good. Forests when properly managed can be made to yield annual net dividends that compare very favorably with net crop yields. This is true in Europe where they have been forced by necessity to adopt stringent methods. North Carolina alone has some twenty-three million acres of land not being used for agricultural purposes. A large portion of this land can never be used for crops or pasture. But practically every acre of it can be used for growing trees, and the sooner we put this idle land to work

the better off we shall be. There is no reason why we should wait until dire necessity compels us to adopt a forest policy, as in France, Germany, and elsewhere. North Carolina can become the greatest forest state in the Union, and this can be accomplished without sacrificing an acre of land now in use. Every acre of our land can be made to produce profits, and instead of one-fourth of it carrying the entire tax burden as at present, each acre will pay its proportional part. The future of this state depends largely on whether or not we look to our forests. Without forests we shall be subject to frequent drouths, and when it does rain the streams will be suddenly swollen and we shall suffer the consequences of floods and disaster. Forests will protect our water powers and thus insure our future as an industrial state.

State Protection

North Carolina with an average annual loss of nearly $1,500,000 stands second only to Minnesota in actual damage from forest fires. These two states lead in forested area, Minnesota having twenty million acres and North Carolina eighteen million acres that need the benefit of fire protection. For the prevention of forest fires on these areas the Minnesota state appropriation was $178,000 while North Carolina had a state appropriation of only $14,250 during the fiscal year 1922. The results of the work done in these states are just what might be expected. Minnesota with its large appropriations succeeded in reducing the yearly average forest fire loss of over five million dollars to $258,610 in 1921, while North Carolina could reduce her yearly average loss of $1,497,732 only to $1,093,500 because of insufficient funds to carry on educational and protective work properly. Twenty-six states are now taking advantage of the Weeks Law and coöperating with the Federal Government in the preventon of forest fires. The following table shows the appropriation for forest fire protection for the year 1922 in these twenty-six different states. The figures have all been reduced to a million-acre basis for ease of comparison.

Forest Area Appropriation per Million Acres

RANK	STATES	FOREST AREA Millions of Acres	APPROPRIATION Per Million Acres
1	Pennsylvania	12.0	$41,666
2	South Dakota	0.05	30,000
3	Massachusetts	3.0	21,000
4	New Jersey	1.8	19,989
5	Rhode Island	0.25	16,000
6	New York	14.0	11,607
7	Maine	14.0	11,428
8	Idaho	4.5	10,586
9	New Hampshire	4.0	9,541
10	Michigan	15.0	9,333
11	Minnesota	20.0	8,900
12	Connecticut	1.5	7,333
13	Ohio	0.75	6,666
14	Washington	10.0	6,475
15	Montana	4.9	4,938
16	California	13.0	3,830
17	Oregon	12.0	3,541
18	Vermont	3.0	2,982
19	Louisiana	12.0	2,916
20	Maryland	2.0	2,412
21	Wisconsin	14.0	1,985
22	Tennessee	7.5	1,560
23	West Virginia	5.0	1,400
23	Virginia	13.0	1,400
23	Texas	10.0	1,400
26	North Carolina	18.0	791

The reason that North Carolina is now so far behind the other states is clearly evident. We cannot possibly expect to maintain an adequate educational and protective system over so large an area when the appropriation to the North Carolina Geological and Economic Survey for forest fire protection is only from one-half to one-fiftieth what other states are giving for this purpose. Pennsylvania leads in this work and does so only after careful investigation has conclusively proved that the expenditures will be more than repaid by the return from the forests. Since the work pays in Pennsylvania, it is sure to do so here where we have the advantage of better climatic and soil conditions, which cause more rapid growth of trees and a larger yield per acre in a shorter period of time.

North Carolina is taking its place among the leading states in almost every form of progressive work, and should not lag behind in forest fire prevention. Eighteen million acres of our soil are potential forest lands, and should receive the benefit of protection for this purpose until the time comes to devote a portion of them to agricultural purposes. If these eighteen

million acres are not given protection we can hardly expect the remaining thirteen million acres in the state to carry the steadily increasing burden of taxation.

Damage by Forest Fires

Six-Year Average 1916-1921

1.	Tennessee	$301,445
2.	South Carolina	328,425
3.	Pennsylvania	479,943
4.	Virginia	640,225
5.	Georgia	933,912
6.	North Carolina	1,497,732

The following article about our forests appeared in the *News and Observer:*

"The State and Federal Governments are coöperating with the counties to stamp out forest fires. The man who sets fire in eastern North Carolina is destined to be as unpopular in the Long Leaf counties as a horse thief was in Texas. The splendid work of Col. Joseph Hyde Pratt and State Forester J. S. Holmes is already bearing fruit. A newly appointed forester for the Eastern District is actively covering this region, organizing the counties for fire protection, and so the future of the long leaf pine is bright.

"A planting campaign is needed, seeds should be collected every fall in large quantities and distributed at cost or gratis to land-owners, and every open space suitable to pines in the forest should have its pines. With a well organized campaign covering five years, at a cost varying from a few cents to a few dollars per acre (on severely burned areas) an excellent reproduction of both long leaf and short leaf pine can be secured.

"There are millions of acres with a fair second growth of long leaf pine from one to forty years old. There are other areas nearly bare or thinly stocked. The area needing restocking is probably larger than in any other equal area in the South Atlantic States. The area of young second-growth trees from six to fifteen inches in diameter is large when we consider the lack of protection from fire and the carelessness of the owner and the lumber companies.

"The young long leaf pine ten inches in diameter can be successfully tapped. New methods of turpentining which aim at continuous production are being successfully followed in Florida and adjacent states. Dr. E. Gerry, of the Government Forest Products Laboratory, has just completed a two-year field study of the naval stores industry, proving conclusively that these young pines properly treated can be made to yield turpentine and timber. This means that Carolina can permanently restore her great industry.

"With the present rapid increase in the price of forest products, much of the area of eastern North Carolina will yield higher returns from forest crops than from those of ordinary agriculture. Recent statistics show that the gross returns per acre for the ten principal crops of the United States vary between twenty and thirty dollars. A properly tended forest in Eastern Carolina will produce twenty-five dollars' worth of timber per acre per year at present prices.

"Within fifteen years the bulk of the virgin timber in the South will have been removed and the center of the lumber industry will move to the Pacific Coast. North Carolina pine in this section will then double in value; which means that twenty-five to fifty dollars per thousand will be paid for logs delivered at the mills by the time the present crop matures. But two steps to secure the return of our forest industries must be taken—fire protection and planting."

If North Carolina is to retain her position as one of the foremost states of the Union in forest wealth, there are five things to be observed: (1) the character of the forest land ownership; (2) the protection of forest lands from fire, insects, and disease; (3) the adjustment of tax laws to timber crops; (4) the management of forest lands with a view to continuous growth; and (5) progress in forest education and research.

As to the character of forest land ownership, the nature of such ownership is important from the standpoint of stability and permanency of interest. It has been reliably stated that 221 million acres of forest lands in the United States are in the hands of land and lumber companies, tanning trusts, mining companies, railroads, and other owners having, in the vast majority of cases, no permanent interest in the land except as the timber on the land may be of commercial profit. This is an alarming situation when we consider the fact that only about 150 million acres of the forest lands in the United States are in the hands of private individuals who are devoted to agricultural pursuits and therefore have a permanent interest in the land and timber. This situation, which applies to our country as a whole, should be guarded against in North Carolina and our forests should be kept as nearly as possible in the hands of native farmers who are interested in the development of their state and the conservation of our forest resources.

In regard to forest protection, it has already been shown that our forests are not sufficiently protected against fire. According to a bulletin issued by the National Government, North Carolina forests have less than a 25-percent adequate protection from fires. There is no excuse for this state of affairs, for a remedy is within our grasp. The fourteen or fifteen thousand dollars which are annually appropriated for this purpose can easily be increased tenfold and ample fire protection provided.

Another matter of importance is the protection of living trees against the ravages of insects. The National Bureau of Entomology estimates that the United States sustains an annual loss of about $130,000,000 worth of timber on account of insect attacks. North Carolina's proportional share of this sum amounts to several millions and is also due to a lack of ample protection. Reliable authorities have stated that the expenditures for combating tree-killing insects in this country do not exceed $75,000 annually, while a sum of $500,000 is thought to be sufficient to obtain definite results. It is needless to say that North Carolina's proportional share of that amount could easily be paid.

In addition to protection from fires and the ravages of insects, our forests should also be protected from the menace of timber diseases. This can be

accomplished by quarantining our forests against imported diseases like chestnut blight, and by hiring men trained in treating tree diseases to continually inspect our trees and take whatever precautions are necessary for their healthful well-being. It is entirely logical that trees should be guarded against disease epidemics just as much as farm animals or even human beings.

But, if we are really interested in encouraging our people to preserve their forest, we need to amend our tax laws in regard to our timber resources. It has been truthfully said that the annual taxation of growing timber compels the same crop to pay taxes many times. Where assessments equal or approach actual values timber production is certainly discouraged. Some adjustment of the general property tax to meet this situation has been recognized as both legitimate and desirable.

Prior to 1910, twenty-six states made various attempts toward reform, usually in the form of optional rebates, bounties, or exemptions to induce tree planting or the maintenance of productive forests. These efforts produced no substantial results, partly because of inadequate inducements offered, partly because of insufficient provision for local-public revenues, and partly because of the uncertainty that timber growing would pay. It is justly claimed that an outstanding present need is a system that will defer the principal burden of taxation on growing forests to the time of harvesting the crop without being inequitable to other taxpayers or materially curtailing local revenues.

Within the last twelve years ten states have passed special forest taxation laws, most of which embody the "yield tax" which North Carolina would do well to incorporate in her laws. This imposes an annual tax on the land, but taxes the timber only when cut. Some of the special forest taxation laws continue the "inducement" feature in the form of nominal or very low valuations of the land, and all take effect only if the owner "registers" or "classifies" his land. It is true the whole matter is still in an experimental stage, but these special forest taxation laws seem practicable and North Carolina would make no mistake in joining the ten other states in experimenting with them in a common cause.

The management of forest lands is another matter of primary importance. Experts agree that the proper administration of these lands provides for (1) a cut limited to what the land can grow and having in view a sustained yield; (2) restocking of cut-over areas through natural reproduction; (3) additional protection of cut-over areas through slash disposal; and (4) replanting old burns and other idle forest lands. These things are all practicable and can be accomplished if only we turn our attention to them and expend some energy and small sums of money.

Last, but not least, North Carolina should have a school of forestry. Twenty-two such schools have been established in the United States, and they have graduated some 2,700 professional foresters. As we have already seen, North Carolina is probably the second state in the Union in forest possibilities and, if we are going to give our forests scientific care, we must either import foresters from other states or else we must educate home talent for that

purpose. We are spending millions of dollars for educational purposes along other lines of activity and why should we hesitate to train professional foresters in home schools? North Carolina has an abundance of home talent that could be trained for the purpose of giving scientific care to our vast forests, and the quicker some "Tar Heel" with the vision of a Murphey or a McIver begins to agitate our people for the establishing of a school of forestry in this state, the better it will be for us and the sooner will the time come when our native forests will pay the handsome dividends which we should now be realizing.

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THE EQUALIZING OF TAXES

W. C. Perdue, Vance County

Introduction

General property taxes are compulsory levies which are made without special reference to the assignment of individual benefits. It is conceivable, of course, that other sorts of payments may be made with little or no compulsion as special assignments and fees. Not compulsive in that the citizen does not have to receive the benefit; but if he elects to receive benefit, the state demands that he shall pay. While much of the revenue of our state is in the nature of general property taxes, yet special payments for special benefits form an important class.

The state and county are fortunate in one respect; it is their privilege to appropriate money first and find it afterwards. Perhaps that is one reason why their expenditures are so liberal.

North Carolina needs an equitable, just, and efficient tax system; this is a prerequisite to the constructive growth of our state. We must have a tax system that will be in accord with the economic and social progress of society. Because of the fact that the tax books do not disclose all of the taxable property, through failure to locate it, the necessity for sufficient revenues demands and requires unwarranted tax rates and levies on such property as the tax lister can locate. The result of this is that taxes are borne by too few people, and some pay too much, while more pay too little. The rapid increase in demand for revenue which is collected by the administrative officers, through various but oftentimes doubtful expedients, has shown that progress of a permanent character has not yet been attained.

The subject of tax reform has been agitated in North Carolina for a number of years; each candidate for Governor having pledged himself to reform. The result of this has been a gradual equalizing of the burden of taxation in our state; but the task remains unfinished, and society demands that the good work go on and that we bring into existence a thoroughly scientific and uniform system of taxation, a system that will exclude no class, but the burden of which will rest equally upon all classes. The proper system will break down the ever present evil of tax evasion, the temptation toward which is in direct proportion to the rate charged.

Some First Principles

Any discussion or proposal that concerns taxation is of vital interest to every citizen whether he is a property owner or not, for the burden of taxation is always sooner or later distributed throughout the population. No matter where the burden falls directly, it is passed on from one class to another until it finally falls on all, and it rests with greatest weight on the consuming class of moderate means. This is the class upon which the burden

rests when passed, for the farmer cannot set the price of his products or the clerk determine the duration of his job. To afford justice to all, we must revise our tax system. What we need is a flexible, elastic system within absolute limitations. There is security in a well regulated and administered tax system which will furnish a permanent flow of revenue and have the support of the people.

Money is required to maintain a stable and efficient government. The subjects of the state should contribute toward the support of this government as nearly as possible in proportion to their respective abilities, that is, in proportion to the income which they respectively enjoy under the protection of the state. The tax which each individual is bound to pay should be a certain definite sum, and not arbitrary. The time of payment, the manner of payment, and the amount to be paid should be plainly understood by the contributor, and by every other citizen. Taxation should be certain, as uncertainty encourages insolence and favors the corruption of that body of men who are naturally unpopular, the tax officials. A system to be popular and to receive the proper support must be fair to all who pay taxes.

Every tax should be levied at the time when it is most convenient for the contributor to pay, and should be so contrived as to take out and to keep out of the pockets of the people as little as possible over and above what it brings into the treasury. It may keep out of the pockets of the individual more than the state gets by being excessive; it may curtail industry and discourage future sources of revenue. An excessive tax is more burdensome on the people than it is beneficial to the state.

There should be no class distinction; all property should be made to pay. The factory, the farm, the city lot, and personal property, everything should be taxed according to its ability to produce. The burden should not be too heavy on any particular kind of property, but should rest with equal weight upon all.

The state of North Carolina has been gradually remedying its tax system as well as increasing its taxes. Prior to 1919 the best thinkers of the state devoted their thoughts to finding new sources of taxation rather than to devising a method of putting our ad valorem system upon an up-to-date, fair, logical and sane basis. A good portion of the taxes paid in this state are paid on property. There is a profound unrest in the state over the tax situation, and an equitable system should be worked out at once so as not to hamper the social and economic development of North Carolina.

Our system of taxation is based on the constitution of North Carolina and it requires an amendment to make a change. People are slow to amend the constitution, and especially so in the sections pertaining to taxation. They are afraid that a new system will never be a success, because the old one has not been successful.

Revaluation of Property in North Carolina

To the general assembly of 1919 is due the honor of bringing into existence a new era in our tax system. The old system was worked over, the burden more nearly equalized, and more money secured for the treasury.

At this session the Revaluation Act was passed. The act took away from the county commissioners the power of appraising values and placed it in the hands of the State Tax Commission and its employees, who proceeded to appoint one man from each county, along with two appointed by the county commissioners, to assess values in each county. These assessors were to be paid according to the values they turned in, $100 per month for less than $3,000,000, up to $225 for over $15,000,000 worth of property. This was a weakness in the law, as the natural tendency was to overvalue the property so as to increase the assessors' pay. The owner had to swear to the true market value, and this resulted in about $2,000,000,000 of new property valuation being placed on the tax books. The owner, if not satisfied, could appeal to the state board.

The time of listing both personal and real property was changed from May first to January first so as to give a longer time for listing personal property and to be better able to trace intangible property. This change found the farmer with large amounts of crop wealth on hand, but it caught the jobbers and warehouse companies, and they aroused the alarms of the farmers. As usual they used the farmers to pull their chestnuts out of the fire.

The Revaluation Act had its weaknesses, which explains the change at the next session of the General Assembly. One of the most important things that this assembly did was to increase the amount of exemptions. Prior to this time the exemption was $30 of personal property, but this assembly saw fit to increase it to $300.

Another much needed reform was made when the poll tax was placed at two dollars a head. Although the constitution of 1868 guaranteed that it should not exceed that amount it had come to be as high as seven dollars in some localities, and had a tendency to go even higher. Evidently these neighborhoods did not believe in a strict construction of our constitution.

The General Assembly of 1921 began its work in reforming our tax system by the creation of a centrally controlled revenue department. At its head was the Commissioner of Revenue who was to be appointed by the Governor with the approval of the senate, for a term of four years, at a salary of $5,500 a year and traveling expenses while on official duties. The law also provides that the Commissioner shall be elected after 1924.

The Commissioner has the power and authority to supervise the system of taxation in the state. He exercises general supervision over the administration of all assessments and tax laws, over all county, township, and city tax assessors and boards of equalization, to the end that all assessments of property, real, personal, or mixed, be made relatively just and uniform, and at their true value in money. He requires all county, township, and city assessors, and boards of equalization and levy and assessment officers, under penalty of forfeiture and removal from office, to carry out their duties according to law.

The Commissioner's duties also involve the handling of all complaints, and the instituting of proper proceedings against the violators of the tax laws; the preparation of all pamphlets for the instruction of all tax assessors; and the conduct of all investigations so as to make an accurate report to each General Assembly.

As a last resort for the tax payer there was created a board of appeal to be known as the State Equalizing Board. It is the duty of this board to hear the complaints of the taxpayers and to determine whether or not the assessments are just. This board of three is composed of the Commissioner of Revenue, the Attorney General, and the Chairman of the Corporation Commission. The board has a plenty to do as the property owners do not hesitate to appeal when they think their property is being overvalued.

The Revaluation Act was amended and county boards of review created, composed of the county assessors and county commissioners. The law called for their meeting on the Tuesday after the first Monday in April to determine if the value of real property as heretofore assessed in the county as a whole is in excess of a fair value of the property at the time of the meeting. It is the duty of this board to make proper inquiries and investigations into existing values of real property as compared with the value as assessed and appraised by the assessors, and to determine the true market value and report its findings to the tax commission not later than April 20 of each year.

State and County Support

During this period of remolding our tax system, there was a segregation of taxes for state support on the one hand and for local governments on the other. With the taking on of new tax features, and expansion in its expenditures, the state had to seek new sources of revenue. With the gradual opening up of new sources of revenue the state government found that it was gradually becoming self-supporting, and there was less cause to call on the county for a sum of money. But as late as 1920 we find the state still relying on real and personal property as a main source of state revenues, and directing that the county sheriffs pay over for state support thirteen cents of tax on each $100 of property listed for taxation.

The General Assembly of 1921 saw fit to separate the state and county entirely, the county to have its own system of taxation and to collect its own revenue for maintenance within its own borders, under the supervision of the state. The state no longer relied on real and personal property as a source of revenue, but gave these to the county as its chief source of income, and by so doing relieved itself of all responsibility for over or under assessed values on general property. To-day the county commissioners are to blame for excessive values where they still exist, as well as for low assessments.

The counties were given the right to determine their own rates, with the approval of the State Revenue Commission. They began at once to use this new power by wiping off the tax books $500,000,000. However, during this year the tax rates were higher. In 1920 the estimated revenues for all county and state purposes were only $21,000,000, while in 1921 a total of $26,000,000

was collected for county purposes alone, an estimated increase of over $5,000,000 over the preceding year. In 1923 the total county tax approached $40,000,000. These figures do not include municipal taxes.

By this new system the counties had a good deal more money and they spent freely. A large portion of it went into the development of the counties in the way of permanent improvements, mainly in roads, schools, public health work, and the like.

Since the State of North Carolina has seen fit to discard its chief source of revenue, the ad valorem tax on property, in the face of its ever increasing cost of operation, it is worth while to know where North Carolina gets the tremendous sums it spends annually.

The four main sources of revenue from which the state derives its income are: inheritance taxes, income taxes, license taxes, and franchises.

The Inheritance Tax

Occasional opposition is heard to the inheritance tax, but to the average person it is a very just tax. This is one of the oldest forms of taxation and is used in nearly all civilized countries. Practically every state in the Union has seen fit to tax inheritances, and it is worthy of note that the North Carolina tax is one of the lowest of all such taxes.

The present system calls for an inheritance tax on all real or personal property situated within the state, regardless of whether the testator is domiciled here or in another state at the time of his death, and applies to each individual's share and not to the estate as a whole. Relatives are taxed at a lower rate than non-relatives, and are given a higher exemption. The rate varies from one percent for the first $25,000 to five percent on all inheritances of $500,000 above the exemption. In this class widows are given a liberal exemption of $10,000, and each child and grandchild under twenty-one years of age is allowed an exemption of $5,000, and to all other beneficiaries under this group an exemption of $2,000 each is allowed.

The rates of brother and sister and all other kin of the testator are higher, three percent on the first $25,000 and seven percent on everything in excess of $500,000.

In the third class of beneficiaries are placed strangers in blood to the testator and also all corporations. This class pays an even higher rate than the other two, the rate being five percent on the first $25,000 and going as high as nine percent on everything in excess of $500,000 above the exemption.

All properties left to religious, educational, and charitable corporations pay no inheritance tax if these institutions are not operated for profit, and neither do inheritances valued at less than $200 pay tax. This last provision excludes about ninety-five percent of the beneficiaries of this class in the State of North Carolina.

Although liberal exemptions are granted, inheritance taxes are a good source of revenue and bring around $500,000 into the treasury annually. This tax could easily be made to yield more.

The law provides for a basis of valuation of the inheritance where it is other than money, for there can be and often is endless litigation over this point. The law also allows deductions which may cause wide differences of opinion.

This tax is not a tax upon property, but is a tax upon the privilege of giving away and of receiving property, by will or by laws of intestate succession. Then why not restrict it to such property as is owned under the laws of this state?

My recommendation is that in the case of estates of non-resident decedents North Carolina shall tax only the real estate and personalties located in this state, that is to say, if all other states tax non-resident inheritors on the same basis.

At present, North Carolina imposes an inheritance tax on all property actually in the state, which includes all stock of North Carolina corporations held by non-residents. In my opinion this is a clear case of double taxation, for not only does the state in which the testator resides tax the inheritance, but North Carolina taxes it also, yet she has no legal control over it, as personal property devolves in accordance with the laws of the domicile of the owner. And yet we tax the estate of such a person because he has had confidence in our institutions and our citizens. It is to be observed that we are taxing a person (or his estate) who bears no allegiance to North Carolina, who has no duties or obligations toward this state, a person over whom in his life-time the laws of North Carolina had no authority, and for the devolution of whose personal property our laws do not prescribe. The reason why we tax such an estate is because we can; the courts have said that theoretically such property is within our taxing jurisdiction.

We tax a non-resident estate with reference to any savings or bank accounts in this state. We also tax any bonds of any nature which at the time of the death of the owner are physically present in this state. Not only that, but we have seen fit to tax any debt that a North Carolinian may owe the testator at the time of his death.

This seems hardly fair, for the non-resident may never have lived in North Carolina. He puts his money and securities into our banks for his convenience, and his loans to North Carolinians are good business to him. Is it not enough that the state in which he lives will collect sufficient tax, especially since it has jurisdiction over him and he is subject to its laws?

I would suggest that the constitution be so amended that North Carolina can tax only the real and tangible property within the state, and all personal property of its residents, and of non-resident decedents only the real property within the state. So long as we tax legatees and successions in the present manner we must expect confusion and complaint against our tax laws. It seems clear to me that the nature of inheritance taxation and the principles of law governing the devolution of property are such that our taxation of the estates of non-residents should reach no further than such property situated within this state.

The Income Tax

In 1919 North Carolina completed its seventeenth year of income legislation, and demonstrated its reliance upon this form of taxation by the passage of a new law taxing all incomes except those derived from the Federal Government, and adding an amendment to the constitution to that effect.

The amount collected has been small as the tax was only on salaries, fees, and other income not derived from taxed property. In the decade from 1890 to 1900 the tax collected reached as high as $4,500, in the next decade had only reached $40,000, and by 1919 the highest amount that had ever been collected was only $109,000. Although the receipts had been steadily expanding during the last two decades, largely through the effects of vigilant administrative officials, the rate on income came to be considered both inadequate and unjust, as only salaried and professional men and women paid the tax.

The clerk and the stenographer, if their salaries were large enough for more than the bare necessities of life, paid income tax, while the merchant and manufacturer who employed them, although their incomes might be the envy of princes, paid none.

Under the new law everyone was taxed and the first year there was collected more than $2,225,000 for the state from this source alone, although the year of 1921 was one of marked business depression. When prosperity returns in full measure a much larger amount will be forthcoming at the present low rates.

The tax is imposed upon all residents of the state who have a net income above legal exemptions, reductions, and allowances; upon all non-residents doing business in this state, and upon all domestic and foreign corporations doing business under our laws.

There are liberal exemptions allowed the individual. Thus the unmarried are allowed $1,000 exemption; the married $2,000, and an additional exemption of $200 for each individual dependent upon the taxpayer for support. Fiduciaries are allowed a general exemption of $1,000, but non-resident stockholders are allowed no exemption at all if they have an income in the state in which they reside.

North Carolinians holding stock in foreign corporations are not taxed. There are other organizations which are not taxed, as Building and Loan Associations, Chambers of Commerce, Farmers Mutual Insurance Companies, cemeteries, and all charitable organizations not operated for profit.

The tax is very low, the maximum allowed by the constitution being only six percent of the income above exemptions. The rate is on the graduated scale, being only one percent on the first $2,500 above exemption and gradually increasing until it reaches three percent for all incomes in excess of $10,000. All corporations whether domestic or foreign are taxed the flat rate of three percent on all net earnings above exemptions.

The income tax law is limited by constitutional prohibition concerning the taxing of incomes derived from general property, upon the grounds that it is double taxation. The General Assembly has also seen fit to exempt from

taxation the stocks of railroads and other corporations. Such property is taxed at its source, that is to say the tax is paid by the domestic corporation and charged against the dividends distributed to the shareholders.

We have an ideal system of taxing incomes and I do not advocate any material change in our present system as it is a bad time to tax incomes; they are already taxed to the limit of endurance by the Federal Government. It would seem, however, that by constitutional amendment there should be a proper tax placed upon all bonds, notes, and solvent credits. A proper tax will force them to come out of hiding, and we shall have an increase in revenue.

The income tax is the most just of all taxes in that it comes nearer being distributed according to ability to pay than any other. However, it is suggested that the next General Assembly raise the amount of personal exemption on the unmarried to $2,000, and on each married person living with spouse to $3,000. The exemption of each dependent on the taxpayer, according to the present law, should be raised from $200 to $300.

The present exemption is not enough, for the tax bears too heavily on the poorer classes. It is worth noticing that there are only 75,000 persons in the United States who draw a salary of over $10,000 a year. Is that fact not sufficient to show that this tax rests upon the poorer classes?

If this greater exemption is allowed, it will force more money into productive industry. The poorer classes will be able to invest their money in homes of their own, for it will serve generally to make capital less difficult to obtain, and will lower the capital charges that the poorer classes pay in rents and for what they consume.

There are many grounds for improvement in our present system of income tax. Especially is this true since our state government has discarded the tax on real estate as distasteful. Although this tax is the first consistent attempt made in this state to carry through a comprehensive reform of personal property taxation, the state should be given credit for the great work it has already accomplished and for the work it will undoubtedly accomplish in the future in making its income tax an equitable tax.

It is not contended that these suggestions will give North Carolina a perfect income tax system, since incomes are never stable, and the amount collected always depends upon the shifting state of prosperity. There is also that ever-present evil of shifting the burden which usually results in the payment of the tax by several different people in the effort to dodge it. It is contended that our system can and should be so remedied that the burden will rest with equal weight upon all.

The License Tax

Many people do not know that annually lawyers, doctors, theatres, hotels, peddlers, etc. have to pay a special tax for the privilege of carrying on their business, as do insurance companies and corporations. The tax for this privilege is levied by the year and is paid to the state. In most cases there is

a double tax levied and this second tax goes to the county. The taxes range according to the nature of the business, thus the lawyer pays five dollars to the state while the plumber pays ten dollars to the state and ten dollars to the county.

Under this heading the state, through its agents, collects a large amount of money each year from business concerns, tradespeople of all kinds, and professional men, there being a total of sixty different classifications in all. Each of these classifications carries a sub-list on which tax is collectible, and such tax varies in amount from the modest fee of five dollars up to the sum of $2,000 which is collected from some of the larger concerns. Since these taxes reach practically all lines of business in the state, the amount collected is large, the insurance department alone collecting around a million dollars a year from foreign companies doing business in North Carolina. The taxes on most lines of business are graduated according to the population of the town in which they are situated, or according to the output of the business if it is a manufacturing concern.

The purpose of the tax seems to be a way of discriminating between persons, not things. The privilege tax hits our little business men hardest. It forces the plumber, the baker, and the grocer into paying two taxes for the privilege of carrying on their trades. According to the legal view this is double taxation in that it abstracts from the same person two taxes for a single privilege.

We let the big and little lawyers off with the minimum fee of five dollars. Is there any reason why the little professional man should pay four times as much for the privilege of fixing a leaking pipe, as the lawyer pays for the privilege of collecting the bill? Society needs both, they are indispensable, but this excessive tax may wipe out the little professional man.

The state of North Carolina has divorced herself from the county as far as general property taxes are concerned. Now is the time for another absolute divorce between the county and the license tax. With the present advance in state activities the state should collect the license tax, and distribute this tax equally among the small and large professional men. That is, charge each the same price for carrying on a similar business, which would permit the plumber to lie as cheaply for his fee as does the lawyer.

It is an old and sad truth that the effects of economic blundering in taxation are always felt most by those least able to protect themselves, and if the state expects to keep the good will of her citizens, she cannot afford to discriminate between classes.

I do not think that the graduated system used in the taxing of larger businesses would be a success in the professions, as professional incomes are seldom certain. The graduated tax is a good tax as applied to businesses and no change is advocated in our present system.

North Carolina has adopted the license tax as one of her chief sources of income because the principle on which it is based is endorsed by a majority of the men of the state, a principle that has been advocated by leaders of

both political parties because the tax is simple of application and collection, and so exceedingly small in its individual incidence that it does not involve any noticeable hardship upon the payer. Thus it seems an ideal tax.

The Franchise Tax

The franchise tax is similar to the license tax in some respects, but it hits the higher spots in business and collects in larger amounts. This tax hits the public utility companies and is intended to get a proportional share of the money these companies take out of the state without much capital investment. This tax applies to railroads, to Pullman car and express companies, and to telephone and telegraph companies. On the railroads a percentage of the property value is collected, while on the Pullman and telephone companies, a percentage of the gross receipts goes to the state in the form of taxes. Telegraph companies pay so much a pole mile, and express companies pay a mileage tax based on earnings.

Under this heading is collected the franchise tax on corporations, both domestic and foreign, doing business in this state. The basis is a percentage of the subscribed and outstanding capital stock. All these taxes are paid directly to the state.

Two other forms of taxes come under this head, the marriage license tax paid to the county and forwarded to the state, and the seal tax, charged by the state for putting the various seals on official documents.

No change is suggested in our system of franchise taxation except as to the marriage license tax. In this case there should be no tax at all. A marriage license tax discourages marriage, the last thing on earth we should discourage, since our very social existence depends on marriage. At present we encourage a man to marry, and tax him if he carries out our wishes. Then when we have him safely married, we make it almost impossible for him to get a divorce, as it is discouraged by society. We want marriage, the lasting kind, not to fill the coffers of our treasury, but to build up our social conditions.

This tax is not felt very much, and one rarely hears much grumbling about it, for the man who marries is intoxicated with love at the time he pays it. Yet this is a bad tax because it does not rest with equal weight upon all, neither does it measure ability to pay. The poor man is charged the same as the rich, not because he is as able to pay, but because of the benefits it is presumed he will receive.

Our state controls marriage by certain laws governing it. These laws set forth certain prerequisites which act as a check upon marriage, and give society all the protection it needs. Therefore, this tax should be abolished since it is a check on that which our high birth rate shows that we encourage.

In the past three hundred years, our state has grown and prospered under a rule that refused to recognize different social classes, and which claimed and demanded a government which would keep its hands off the individual as far as possible. The state is supposed to gather in with one hand from the public, and return certain benefits with the other, but we have drifted away from this rule.

Since the war there has been a vast increase in taxes, yet the burden is not really excessively heavy considering the state's wealth and resources, and it should be borne with relative ease if properly adjusted. As a matter of fact, it is grossly maladjusted at present.

The problem considered in this paper may call for several amendments to our constitution to provide for the real needs of our state. The first thing to insure is that our state government should be administered economically and honestly, and that no more shall be withdrawn from the people than is necessary to carry on a good government.

If the government takes too much, the living conditions of the mass of the people will be lowered. It is impossible to make up for this by taxing the rich excessively, for what is taken from the rich by excessive taxation is not the share of the things that they will consume, but the share of things which would have been represented by their excess income over expenditures, which should have represented investments. Excessive taxation of the rich will result in diverting capital from productive uses, a thing which we do not want to do.

Until recently our state prospered on such a small income that the question of taxation was of small interest. To-day taxation is a major problem, a matter of universal complaint, which is chiefly due to our faulty system, and our ill-judged methods of taxation.

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May 12, 1924.

STATE PRISON REFORM IN NORTH CAROLINA

N. B. Brunson, Pitt County

Recent Reforms

As in all social reforms, the beginnings of state prison reform are lost in the dim ages past. There can be no definite date set as to the beginning of prison reform. Perhaps from the very first prison built there have been people trying to reform conditions. We inherited in America, along with other things, the English system of prisons. So we can say that there has never been a time in the history of North Carolina that people were not interested in this question.

The immediate origin of the present widespread interest in prison reform in North Carolina came from an address delivered before the Conference of Social Service by Mr. A. W. McAlister of Greensboro in March, 1922. This conference appointed a committee of five members to investigate prison conditions. The committee felt too small and not well enough informed to handle the problem so it enlarged itself until the "Citizens Committee of One Hundred" was formed. This committee of one hundred was selected from all parts of the state and was composed of many prominent men and women.

In November, 1922, it met in Greensboro to discuss the reports of the various sub-committees that had been formed. After careful consideration and study of the problems presented the Committee of One Hundred adopted fifteen resolutions to be presented before the state legislature in its regular session of 1923. Out of the fifteen resolutions only three were enacted into laws.

In a letter of March 16, 1923, Professor W. B. Sanders, Secretary of the North Carolina Conference for Social Service, writes: "In all, three of the recommendations of the Citizens Committee were enacted into law, (1) the abolition of the State Hospital for the criminally insane, (2) the appropriation of $37,500 for the establishment of a colony for the tubercular prisoners, (3) the placing of the financial administration of the state prison under the state treasury department."

In regard to the Tubercular colony, Dr. McBrayer, superintendent of the State Tubercular Sanatorium, in a letter of November 17, 1923, says, "The location for the buildings has been selected, the architect has been selected, and the blue prints of the buildings have been furnished the committee from the board for study and changes. As soon as these are agreed upon the specifications will be prepared and bids advertised for. It will no doubt be a few months before the prison sanatorium will be ready to receive tubercular prisoners."

As to the abolition of the criminally insane department, the prisoners are being moved as quickly as there can be found a suitable place for them in the state institutions.

His Excellency Governor Morrison recently passed as an executive order the abolition of flogging of state prisoners, dungeons in the state prison, and the old system of sentences. Now a man is given an indeterminate sentence which is governed solely by his conduct. Both a minimum and a maximum sentence is given. If the prisoner behaves he receives the minimum and if he does not the maximum is applied.

This, in brief, is the history of recent prison reform in North Carolina.

Present Conditions

The present conditions under which our state prisoners live and work are worthy of our approval although many things are far from ideal. The central prison at Raleigh is kept clean and sanitary. Although the buildings are about fifty years old modern systems of lighting, heating, and sanitation have been installed. The prisoners are given sufficient food of good quality, and the staff of officers, especially the medical department, are beyond my criticism.

But we may well ask, How are the prisoners governed and worked? In the central prison there is a chair factory that does very good work. There are quite a few men employed in this factory. There is also a brickyard and kiln. These two industries are all that we now have.

At the present time there are nine prison camps being operated by the state prison. The prisoners so far as I have been able to learn are employed in public work.

State prisoners are divided into three classes under what is termed the "Honor System". These classes are termed A, B, and C. The class A prisoners work in separate camps without guards and are not chained in at night. They wear no distinctive uniforms and they receive fifteen cents per day for every day that they work.

The class B prisoners work under guards but without chains and they may or may not be chained in at night. They receive ten cents per day for their work.

The class C prisoners work under guards, in chains, and are chained in at night. They receive five cents per day for their work. They also wear a distinctive uniform.

This classification is based entirely upon the behavior of the prisoner. There are other regulations as to leisure time, letter writing, and commutation of sentence that apply to the several classes.

When a prisoner first enters the state prison he is given a bath, a physical examination, and clean clothes. His cell is provided with a spring cot, a mattress, and clean bed linen. Also at this time a description of his body is taken along with his finger prints. The finger print system has been in operation only a short time.

The working conditions of the prisoners are about the same as those of any common laborer. The men work ten hours a day and are excused if they are sick or physically unable to work.

Needed Reforms

But with all the good conditions in our state prison there are still certain reforms needed. Some of the resolutions of the Citizens Committee can well be restated. We need on our state farm a colony for women offenders. These women should not be kept in the central prison at Raleigh. True they have segregated quarters and a separate out-door park or campus, but they need to be placed out in the country. This has been tried in other states and found very successful. We must recognize that our prisons are not only punitive but also correctional institutions. If these women could be placed in such a farm colony they would have a better chance of reforming and living lives in harmony with our laws and customs.

We need also a better system of prison industries. There should be at the prison at Raleigh enough and varied enough industries to occupy every prisoner in some form of work that will fit him for his life outside of prison. In the report of the state prison of 1922 there were listed forty occupations, not counting common day labor, in which the prisoners were engaged before entering prison. These people should be supplied with the means of securing an honest livelihood when they leave prison and the only place where they can be taught this is in the state prison.

Along with this system of prison industries should go a system of compulsory education. In the report quoted above there was mentioned the fact that nineteen percent of the prisoners were totally illiterate. This does not include those who can only barely read and write. The instructors under this system should be competent men who understand the needs of the prisoners. Salaries should be large enough to secure the best possible men, and should be paid by the state. The state will save in the end by doing this as the salaries would be more than paid for by the lowering in the number of prisoners and in the upkeep of buildings.

The executive order of Governor Morrison in regard to the abolition of flogging and the confinement in inhuman dark cells should be written on the statute books of the state. This should apply with equal force to the prisoners of the various counties.

The county system of jails should be abolished and in their stead there should be district jails under the control of the state prison board. In connection with this system there should be a system of state prison camps located at strategic points that would abolish the present system of county convict camps as such. A study made by Professor Sanders disclosed certain conditions in the county camps and jails which make this measure absolutely necessary. The State Board of Public Welfare can investigate and report their findings to the county commissioners but this board has no power to enforce their recommendations. Therefore the county boards can do as they please. Conditions found in some of the counties are frightful and some measures should be passed to remedy these things.

There should be in our state prison some system of self government. This has proved a success elsewhere so why not in North Carolina? Such a system

would teach our prisoners their place in society and the need of governmental control. If the prisoners had to work out for themselves a system of government and enforce their laws they would be more prepared when they leave the prison to help enforce the laws of the state and to obey them.

Our system of grading the prisoners on their conduct is good for the able-bodied who are able to work but it takes no consideration of the prisoner who is unable to work. Under the present system a man can draw half of the wages earned while in prison and the other half is given him when he leaves. But what does the man who is unable to work receive? The answer is found in the case of John T. He was released from Raleigh April 26, 1923, with only twenty cents in cash and no ticket back home. He was physically unable to work so he received no wages as his papers from the warden proved. He applied to the Associated Charities for help, for he wanted to go back home where he had a better chance. Section 7747 of the statutes says that a man shall be given a ticket out of his commutation money if there is any. John did not have any such money so he received no ticket. He was turned loose in Raleigh where he knew no one and left to shift for himself. This condition should be remedied. Every prisoner should receive from the state a minimum amount when he is discharged. This would enable him to have a fairer chance in life. If conditions are left as they are, the neighboring community around the prison will suffer and this is not fair.

One of the reforms advocated by the Committee of One Hundred that I think could well be presented at this time in the abolition of the convict lease system. Practically all the complaints that come against the prison system of North Carolina are made against the lease system as a whole or against the various items that arise in the carrying out of this system. Out of the nine or ten convict camps that are composed of state prisoners, practically all are run on the lease system. This system leaves the prisoners open to the worst type of exploitation. The state prison system as stated above is not only a punitive but also a correctional institution. Under the lease system the prisoners are worked by private corporations for their own benefit. It is not right that private firms and individual citizens should profit by the work of the state prisoners. To quote from an address by Prof. W. B. Sanders delivered in Greensboro this winter, "There can be no justice in any individual or private corporation benefiting from the labor of a state or county prisoner. It was this system that caused the death of Martin Tabert in a prison camp in Florida at the hands of a whipping boss. There is a certain company of private contractors in North Carolina already working county prisoners under the convict lease system through a legal technicality, and who are planning to go into the business upon a large scale. Should this plan materialize, and it will do so in all probability unless prohibited by statute, we shall have invited upon our heads a repetition of the disaster that overtook Florida." This measure would apply to both the county and state prisoners, regardless of their race or color.

There should be established a program of rehabilitation for discharged prisoners. We can see from the case of John T. the need of such a program.

This work should be carried on in the prison and not at any other place. There should be included in this program a parole or probation system for all discharged prisoners and an agency for the employment of discharged prisoners. The state prison of Illinois is a fair example of the working of such a program.

There should be a law somewhere in our statutes that would give to the family of the prisoner at least a part of what he earns for the state. Often the family of the prisoner is left without any means of support and is thrown upon charity for a living. This should not be. The prisoner should be compelled to send part of his salary home, or the state should pay the family a percentage of the actual earnings of the prisoner.

There are many more reforms that are needed in our state prison system. We have made a good start but there is very much that needs to be done. We must not let the work stop where it is but we must see it through as long as problems exist.

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December 3, 1923.

SOCIAL TREATMENT OF CRIMINALS IN NORTH CAROLINA

W. B. Sanders, Orange County

The Movement

The beginnings of any movement for social reform reach so far back into the past that their origins can be traced only with the greatest difficulty if they can be traced at all. But while the historian can not say with definite assurance who were the first people in North Carolina who took upon themselves the unpopular task of prison reform, yet he could scarcely be far wrong in saying that, from the earliest colonial days when the old English gaol was first transplanted upon our Carolina shores down to the present day, there has never been a time when there were not at least a few great-hearted and sympathetic individuals in North Carolina whose sensitive spirits were deeply moved by abuses and cruelties in the existing prison system, and who were earnestly concerned with improving prison conditions.

The immediate origin, however, of the present widespread interest in prison reform in this state may be traced back to the session of the North Carolina Conference for Social Service held in Greensboro in March, 1922. At this meeting Mr. A. W. McAlister of Greensboro read a paper setting forth the experience of the Men's Bible Class of the Church-by-the-Side-of-the-Road in having paroled to them two boys who were serving sentences on the Guilford county roads. As a result of the profound impression created by this paper which urged in conclusion a wider extension and use of the parole system, especially in regard to county prisoners, the Conference appointed a committee of five members (1) to make a careful study of state, county, and municipal prisons, prison camps, prison farms, and care of prisoners throughout the state, and (2) to draft a bill or bills to be presented to the General Assembly during its next session.

In view of the far-reaching issues involved in the prison problem, and in order to bring to bear upon such a delicate and formidable task the highest skill and constructive social thought, this committee of five members was subsequently enlarged to a Citizens Committee of One Hundred on Prison Legislation, composed of prominent leaders from all parts of the state, whose task it would be to help study the problem with a view to working out an up-to-date prison system suitable to conditions in North Carolina.

During the summer of 1922, shortly after Mr. W. B. Sanders was appointed as Executive Secretary of the Conference, the Citizens Committee was divided into sixteen sub-committees, each committee being assigned to study some particular phase of the prison problem. While these different committees were working upon their reports, Mr. Roy M. Brown, of the State Board of Charities and Public Welfare, and Mr. Sanders visited about thirty county jails and a dozen or more convict camps in an attempt to find out actual prison

conditions in the state. On November 24, 1922, the Citizens Committee held its first Conference in Greensboro in the Guilford County Court House, and in an all-day session discussed the reports and recommendations of the sub-committees. On the basis of these reports fifteen bills were eventually drafted and the majority of them were introduced in the General Assembly, where, as was to be expected, they found rather rough sailing. In all, three of the recommendations of the Citizens Committee were embodied into law:

(1) The abolition of the State Hospital for the Criminal Insane, located at the State Prison in Raleigh, with provision for the subsequent transfer of all criminally insane prisoners to the two State Hospitals at Raleigh and Morganton;

(2) The appropriation of $50,000 for the erection of a colony for tubercular prisoners at the State Sanatorium, and $37,500 for maintenance;

(3) The placing of the financial administration of the State Prison under the State Treasury, on the same basis as other state institutions. This bill which was duly passed by the General Assembly failed to go into effect, however, due to an oversight on the part of the State Prison officials in getting an appropriation for the State Prison.

The bill to prohibit the flogging of prisoners and to prohibit the use of dark cells and dungeons as methods of discipline did not receive the support of those in charge of the State Prison system, and, consequently, was reported unfavorably by the legislative committee to which it had been referred.

The most interesting and certainly the most sensational episode in the prison reform movement in North Carolina, occurred last April when Mr. E. E. Dudding of the Prisoners' Relief Society in Washington, D. C., gave out a statement to the newspapers to the effect that he had received letters from prisoners in the State Prison in Raleigh charging the officials with cruelty and malfeasance in office. While public opinion in the state gave little credence to these charges, the majority of the state papers held the attitude that, in justice to the fair name of the State and in justice to the State Prison officials whose integrity was called in question, a thorough investigation of the entire prison system should be made. The State Board of Charities and Public Welfare was requested by Governor Morrison to make the investigation, and they proceeded at once to employ one of the leading prison reformers in the country. While the Board of Directors of the State Prison seemed to have no objection to a home-made investigation, they didn't care to have an outside prison expert coming in to look them over, and they raised such a storm of protest that Governor Morrison withdrew his request to the State Board of Public Welfare to make the investigation on the ground that it would be "embarrassing" to him. By this time public opinion had been aroused to such an extent that it demanded that some action be taken. It came as a distinct surprise, nevertheless, when the announcement was made that the Board of Directors of the State Prison had banished the lash and the dark cell as methods of discipline for state prisoners. Governor Morrison as his contribution to the cause placed all state prisoners upon indeterminate sen-

tence, and instructed the Attorney-General to have the solicitors investigate conditions in the county jails and convict camps. The results of the investigation of the prison conditions by the solicitors has not been made public except in one or two instances. Since the Dudding episode there has been no event of outstanding interest in the way of prison reform in the state.

With this brief outline of what has already been accomplished for the improvement of prison conditions in North Carolina, and before offering suggestions for further improvements, it may not be out of place to give a summary of the results of a detailed inspection of forty-nine county jails in the state by Mr. Roy M. Brown and Mr. Sanders, as well as a summary of personal interviews with three hundred and six prisoners confined in these institutions.

The Facts

North Carolina already has upon its statute books a number of excellent laws in regard to county jails and the treatment of prisoners, and it may be of interest to know in how far these rules and regulations are being complied with. Perhaps the most important of these laws is that each county jail shall be provided with at least five separate compartments for prisoners: one for white males; one for white females; one for negro males; one for negro females; and one for other prisoners. Of the 49 county jails included in the study only six had five or more cell compartments meeting the requirements of law. Nineteen of the jails had only one cell compartment, while fourteen more jails had only two cell compartments. It is quite obvious that in jails with only one or two comparments there can not be adequate provision for the separation of men from women prisoners, whites from blacks, sick prisoners from those who are in good health, or the insane, vicious, or dangerous prisoners from the others. Fortunately, few of the county jails have both sexes of both races in confinement at the same time, so that ordinarily two or three compartments answer the purpose fairly well; yet in several of the counties the whites and blacks were actually confined in the same cell comparment at the time of inspection. In one case a white woman was locked in the same cell compartment with an insane negro woman, while in another case a sixteen-year-old white boy was locked in the same cell compartment with the worst type of negro men prisoners and was freely associating with them. Some of the jails with less than the required number of compartments are overcrowded. In one jail twenty negroes were confined in six cells, while in another jail six negroes were locked up in one cell with only four bunks and one of those broken so that the negroes had to sleep in relays, some during the day and others at night.

One important law which is frequently disregarded is that which declares that every prisoner within forty-eight hours after his admission to any jail must be given a thorough physical examination by the county physician or health officer. Only ten counties of the number studied claimed to be strictly enforcing this law. In others a half-hearted attempt was made to examine prisoners where the need for treatment was obvious, while in a few counties the county physician claimed entire ignorance of there being such a law upon

the statute books of the state. Without such an examination it is impossible to separate sick and infectious prisoners from others. In one of the instances, however, where full physical examination of prisoners was made, it was found that out of twenty negro men prisoners confined in jail, nine had active cases of so-called social diseases, while another was a positive tubercular, and yet no attempt was made to separate the diseased prisoners from the others. In this connection it might be added that of all prisoners found in county jails, 16.7 percent claimed to have active cases of social diseases, while 8.7 percent more claimed to have suffered in the past from these diseases, making a total of 25.4 percent. None of the jails studied had hospital wards for treating sick and diseased prisoners.

In regard to sleeping facilities in county jails, it is interesting to note that twelve of the 49 jails provided no mattresses for the prisoners to sleep on. In nine of the cases canvas hammocks were used while in three cases blankets composed the only articles of bedding. In several instances the supply of blankets was inadequate for cold winter nights. In some jails the blankets are never washed but are used until they are worn out. In one jail where there was a negro jailer the prisoners were compelled to sleep on a mattress laid on the filthy jail floor. Fortunately the judge never sends white women as prisoners to this jail.

One law which may seem unnecessary but which experience has proved to be a wholesome regulation is that each prisoner shall be required to have not less than one general bath every week. This law, however, is seldom enforced, partly through indifference of both prisoners and jailer, and partly, too, through lack of facilities for bathing. In thirteen of the 49 county jails there was absolutely no provision for the prisoners to take a bath. In twenty-seven jails there was no provision for hot water so that during the winter months prisoners are denied a bath except in ice-cold water. In sixteen jails the sewage system was out of order, while three jails had neither sewage system nor waterworks.

Several of the jails contain dark cells which are sometimes used, and in at least two instances the jailers have flogged prisoners and brutally abused them in direct violation of law.

While flogging of prisoners and the use of dark cells as a means of discipline is not allowed in the State Prison, it is still the customary form of punishment in the county convict camps, and brutality in its most revolting forms is by no means rare. In one convict camp* where the guards boast that they do not flog prisoners, they lock them up for twelve hours at a time in an upright box cell whose dimensions are 19 inches by 19½ inches by 6 feet. The position is so constrained that a man in this cell can not raise his hands from his side. On the other hand some convict camps are using very successfully the Honor System, where prisoners are worked without guns, without guards, are

* Since this paper was written the author has learned that this county no longer uses this punishment cell.

not locked in at night, and are allowed occasionally to spend week-ends with their families. The proportion of escapes in the Honor Camps is less than for camps where the slave-driving system is in force.

But, however much conditions in the county jails and convict camps may be improved, the solution to our prison problem will not be found until first it can be definitely established what kind of person goes to jail and why he goes there, and until social workers and public officials, re-inforced with this knowledge, seek to remove the causes of crime. In personal interviews with 306 prisoners in county jails in North Carolina Mr. Brown and Mr. Sanders tried to get at some of the fundamental facts of social significance about prisoners and their families. Some of the more interesting facts follow.

(1) The Negro prisoners were slightly in the majority, making up about 53 percent of the total jail population.

(2) Over one-fifth of the prisoners or 21.2 percent were under twenty years old, and over three-fifths or 62.3 percent were under thirty years old. We see that the majority of the prisoners are young men not yet in the prime of life, and who are not so hardened that they might not be reclaimed with the proper social treatment.

(3) One hundred and ten prisoners, or 38.5 percent of them, admitted that they had been in jail on some previous charge. What a commentary upon the success of our present system of treatment of offenders!

(4) In regard to education, the total percentage of illiteracy was 19.2 as compared with the state ratio of illiteracy of 13.1. Only three prisoners claimed to have received any college or normal school training.

(5) About forty percent of the prisoners were day laborers or other unskilled workers; 28 percent were farmers; 18 percent were semi-skilled workmen or small tradesmen; and 10 percent were factory operatives. Of the entire group only three were so-called professional workers, one of them being a musician, and two school-teachers. No doctor or minister was found among them.

(6) Nearly half the prisoners, or 46.1 percent, claimed to belong to some church, while 3.6 percent more boasted former church membership. A few prisoners declared they were turned out of church when they got into trouble.

(7) In regard to offenses for which prisoners were confined, 31.1 percent were violation of the prohibition law, in which the white prisoners outnumbered the negroes two to one. Crime against property comprised 27.2 percent of all offenses, the negroes in this respect outnumbering the whites more than three to one. Crimes of violence made up 22.2 percent, the negroes still outnumbering the whites two to one. Sex crimes made up 7.8 percent, in which the whites, contrary to expectation, outnumbered the negroes.

Some Recommendations

North Carolina's frequent boast that she has the best system of public welfare of any state in the South can scarcely be disputed, but no one can make such a claim in regard to the state's methods of handling its prisoners.

In fact, in a number of respects several Southern states have made much further progress in recent years than has North Carolina so far as trying to work out an up-to-date prison system is concerned. What are some of the more important changes that need to be brought about in the prison system in this state before North Carolina can claim to be handling the prison problem in a scientific and constructive manner? The Citizens Committee of One Hundred on Prison Legislation holds the following recommendations as essential features of the prison program which will be presented to the General Assembly meeting in 1925:

1. That it shall be made legal for two or more counties to unite in building district jails, and that the substitution of district jails for county jails shall be encouraged to take place as rapidly as possible. The survey of county jails made by Mr. Brown and Mr. Sanders showed conclusively that the equipment of the average county jail is inadequate, and that only a few of the county jails meet even the minimum requirements of the state law. The report brought out the further fact that in one-fifth of the county jails there were no prisoners confined at the time of the inspection. It would seem, therefore, as a matter of economy of public funds, that it would be much better for a number of counties to build jointly a district jail to care for all county prisoners awaiting trial. Such a district jail would be equipped with a hospital ward for sick prisoners, and a women's ward entirely separate from the rest of the jail with a matron in charge day and night; as well as adequate provision for separation of races, which is not possible in a large number of county jails at the present time. The plan of the district jail in place of the county jail was advocated as far back as fifty years ago by Dr. Frederick H. Wines, one of the leading figures in this country in the history of prison reform, and it has been reiterated on numerous occasions, but such is the force of local tradition, and so firmly imbedded is the county jail in our system of local government, that with all its flagrant abuses and woeful inefficiencies, no state has yet attained enough moral momentum in prison reform to shake the county jail from its foundations.

2. A state farm colony for women offenders. It is a matter of common knowledge that women sex offenders brought before the recorder's courts in the cities of North Carolina are usually let off with a small fine and cost, a thirty-days sentence, or are released altogether on condition that they leave town. From the number of professional prostitutes that are repeatedly brought up on the same kind of charge it is quite obvious that the present method of handling this type of offender is wholly inadequate. A fine of $50.00 to such a woman is looked upon as a tax upon her professional occupation—a risk that must necessarily be borne—and the effect of such a fine is not deterrent or punitive, but it usually results in the woman's redoubling her efforts in order to gain back the money paid out in fines, which makes her a greater menace than ever to the community. If such unfortunate women could be sent for several months or a few years to a state farm colony, where they could be taught a decent trade and could be cured of such diseases as

they may have, and could be given a different outlook on life that would encourage them to go straight, the state would have taken a long step toward solving the problem of the women offenders.

3. The abolition of the county convict camp as such and state control of all prisoners. Repeated investigation in this and other southern states shows that in actual practice the county convict camp system is nothing more than a system of legalized slavery, where the sole purpose so far as the county is concerned is to provide cheap labor for building its county roads, and only in rare cases are camps found where constructive social forces are applied in the treatment of the prisoner which would fit them for better citizenship upon their release. The state of Indiana controls through its state prison system misdemeanants as well as felons, and reports published by the Indiana State Prison indicate that the system is working quite satisfactorily. North Carolina has over three-score county convict camps in all parts of the state, each county making its own rules and regulations in regard to working and controling its prisoners, so that the state has a separate little penal system in each county where prisoners are worked. Obviously, it is impossible to supervise in any adequate way so many separate systems—so far as the State Board of Charities and Public Welfare is concerned—and abuses are bound to creep in. Under state control with a dozen or more state prison camps located at strategic intervals throughout the state, centralized supervision would be comparatively simple, and, as suggested above in the case of the district jail, the equipment would necessarily be more adequate, and it would be possible to employ a higher type of man for guard and superintendent.

4. That the State Board of Charities and Public Welfare shall be given power to enforce the rules and regulations already upon the statute books in regard to the care and treatment of county prisoners and to maintain prescribed standards for county jails and convict camps. An effective way to enforce the prison rules and regulations would be to give the State Board of Charities and Public Welfare power to close up county jails in cases of gross neglect or violation of law, thus compelling that county to send its prisoners to an adjoining county that is complying with the law. Such a system is being worked successfully in Alabama, and should be applied with equally good results in this state.

5. That flogging and confinement in dark cells and dungeons as a method of discipline for prisoners shall be prohibited in all prisons, chain-gangs, prison camps, or workhouses in the state. Such a law already applies to state prisoners, through a ruling by the Board of Directors of the State Prison, but flogging is still quite common in county convict camps. Now it seems strange that state prisoners, who are guilty of felonies, should be worked successfully under a milder system of discipline than is commonly employed with county prisoners guilty only of misdemeanors. The common objection to passing a law making flogging illegal is that it is impossible to work negro prisoners without corporal punishment, and yet we see, according to the last report of the State Prison (1921-1922) that 46 percent of prisoners coming to the State Prison are negroes. The Federal Prison in Atlanta has several

hundred negroes, and yet corporal punishment has been prohibited for a number of years with no ill results. If, however, there are exceptional cases that can not be worked on county roads without resort to punishment, it should be made possible for counties to send incorrigible prisoners to a state prison camp, specially equipped for handling this type of offender. In some cases where prisoners refused to work on county roads they were taken before magistrates and were given extra time to serve—a method which seldom fails to bring good results in the way of work.

6. Abolition of the convict lease system for both state and county prisoners. North Carolina is the only state in the Union where prisoners can be worked—and are worked—under a convict lease system. Such a system invites corruption and cruelty, as the state of Florida can testify through its experience with the case of Martin Tabert. County prisoners in North Carolina are now being worked under the lease system in some instances, and one company of private contractors is planning to go into the lease system upon a large scale. There can be no justice in any individual or private corporation benefiting financially from the labor of any state or county prisoner, and the General Assembly should enact a law against such exploitation of prisoners by private interests.

7. Abolition of capital punishment.

8. That at the expiration of the term of the present Board of Directors of the State Prison, there shall be elected by the General Assembly upon the recommendation of the Governor, five persons who shall constitute the Board of Directors of the State Prison. At the 1925 session of the General Assembly all five of these members shall be elected; two for a term of two years, two for a term of four years, and one for a term of six years, and, thereafter, the term shall be six years for all; provided: that the minority party and that both sexes shall be represented; elections to be by concurrent vote of the General Assembly.

9. That provision be made for the establishment of a more adequate system of prison industries in the State Prison, which would provide vocational training for such prisoners as are capable of receiving it.

10. That the Board of Directors of the State Prison shall be authorized to employ one or more psychiatrists or psychologists for the examination and classification of all state prisoners.

11. Compulsory education for the prisoners in the State Prison, and the employment of teachers and instructors for same; said instruction to be during regular work hours.

12. That the present law relating to the membership of the Advisory Board of Parole shall be changed so that it shall be composed of the following members: the superintendent of the State Prison, a member of the staff of the State Board of Charities and Public Welfare, and a representative from the State Bureau of Labor, and the chief of the Bureau of Parole of the State Board of Charities and Public Welfare, the last named member to act as

Secretary of the Board; provided, however, that the Secretary of the Board shall not have the power to vote. It is further recommended that the Advisory Board of Parole shall assist discharged prisoners in finding employment.

13. That the same standards of health and sanitation be maintained in city prisons as are required in county jails.

14. That it be made mandatory for all prisoners with tuberculosis to be transferred from county jails and convict camps to the state colony for tubercular prisoners.

15. That prisoners be provided with adequate clothing when discharged from county and state penal institutions.

16. That it be made mandatory for all state penal or reformatory institutions, caring for either juveniles or adults, to notify the county superintendent of public welfare of the county to which a prisoner is to return, at least ten days before a prisoner is discharged; the county superintendent of public welfare being in each case the legally constituted parole officer.

17. That there shall be created in counties, especially in the larger counties, as a part of the county department of public welfare, some agency for looking after the welfare of prisoners and especially discharged prisoners.

18. That a wider use and extension of the Honor System in county and state prison camps shall be definitely encouraged. Several counties are working this system quite successfully, as the following case well illustrates:

A few months ago a man in Macon county by the name of B. shot and killed a companion in a drunken fight over a card game, and he was sentenced on a charge of manslaughter to 30 months in jail, to be assigned to the roads. Macon county not having a convict camp of its own sends its prisoners to Haywood county which pays Macon the court cost in each case in return for the prisoner's services. B. was sent to Haywood but when the bill of costs, amounting to over $500 arrived, the officials in charge decided they could not afford to pay so much for 30 months' work; so B. was told to go home. He returned alone and reported to the sheriff of Macon county who put him back in jail. It seemed foolish, however, for an able-bodied and trustworthy man to spend 30 months of idle waiting in jail, when he might be at work. Now it happened that a road builder near Franklin, the county seat, was badly in need of laborers. A plan was accordingly worked out under which B. was allowed to work for wages under this man, without being chained or guarded in any way, receiving $2.00 a day, just as the free laborers. Of this amount he is allowed to keep fifty cents. The other $1.50 goes to the county. As the result of another happy idea, B.'s wife is paid $20.00 a month for boarding him in his own home. Under this arrangement if B. makes solid time he is contributing $33.00 a month to the support of his family and is paying the county $19.00 a month. At the end of 30 months the county will have received $570 instead of the $500 it would have received from Haywood. If a man serving a sentence for manslaughter can be worked successfully upon his honor, is there any limit to the extent to which the Honor System can be carried?

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A PROGRAM FOR DELINQUENT GIRLS IN NORTH CAROLINA

Norma Connell, Warren County

In our progressive program of the North Carolina Club we have been interested in very fundamental factors that will lead us to become a richer, finer, more beautiful and more healthful state. We need to know more about and act on forest fire prevention, county government, rural libraries and co-operative marketing, and if we are to be a growing people we must be active in these things. But if we are to be interested and active in these material things how much more active should we be in dealing with the children of our State, since the children of our State are our most valuable asset. Statistics show us that the majority of delinquent girls enter delinquency before the age of fifteen, thus making it a problem of childhood that must be considered. Statistics also show that nine-tenths of the delinquent girls come from very poor homes. So in thinking of a program for delinquent girls let us remember it is a problem of the very young girl in the poor home with low social standing.

Causes of Girl Delinquency

A number of things may be included in the term delinquent girl. A delinquent girl may be one who steals, drinks, begs, is truant from school, or guilty of sex crimes. Often several of these offenses are found going hand in hand. The most common one is that of sex crime. These young girls from twelve to eighteen who roam at will, causing trouble, expense, and misery both to themselves and to society, could not as a class be called immoral but rather unmoral. It is not up to us to condemn these girls but to try to understand. Let us hear what they have to say for themselves; let us see what the real causes of their delinquency are. Here in North Carolina with our large population of tenant farmers and cotton mill workers we find that delinquency is attributed to the following causes: lack of amusement, immoral parents, no parental control, association with older delinquents, low wages, and lack of means for the necessities of life to say nothing of the pleasures of life, and the lack of a sense of right and wrong.

These girls are out of school. Let us ask why they are no longer interested. It is because they have not been able to keep up with their work and have fallen behind in their classes until they have become ashamed of their backwardness and drop out. The educational system of North Carolina is fashioned for the girl and boy who intend seeking higher education. It does not teach the girl of the tenant farmer or the mill family how to be a better housekeeper or a mother. These girls see no relation of the high school course to their narrow, limited future and as a result they have no ambition to get it. The majority of the delinquent girls in this state do not reach high school but are forced to drop out around the fifth and sixth grades. The solution for this problem would be a correlation of social work and school

teaching. A well rounded teacher is part social worker. The teacher will encourage a disheartened girl who tends to lag in her work. She will fire within her a burning ambition to rise above the sordid plane of her daily experience to a higher plane where her character is strengthened and her life beautified. The social-minded teacher will know that the majority of girls never go beyond high school and so give them training that will make them better home-makers, mothers, citizens, and laborers. Which will the average daughter of a tenant farmer or mill worker be most interested in, Caesar's Gallic War or Feeding the Family? She will become more interested in the one in which she sees the most good. If she is interested in the school work and her teachers are interested, there will be no problem of truancy.

All girls have a burning desire and longing for adventure, romance, pretty clothes, amusement, distinction and freedom in the larger world which would give them so many alluring companions. In dealing with the delinquent girl we must bear this in mind because these are just the impulses that lead finally to delinquency. These other desires are foremost and girls enter into sexual relation in order to obtain these other things they so long for.

Shop Girls and Low Wages

Let us think about the girl who works in the five-and-ten cent stores in Durham, Charlotte, Raleigh, Winston-Salem, Wilmington, or any other large town. They get about seven dollars a week. They have to pay five dollars a week board, leaving them two dollars for clothes and amusement. They must dress decently in order to hold their jobs. All girls have a desire for finery. All girls must have a certain amount of finery. It is a part of their nature. With two dollars a week they cannot get bare necessities in clothing, so what do they do? Around at their cheap boarding houses they find girls who work for the same wages but who have pretty clothes and spending-money. They then find that the money was gained in an immoral way. The older and more experienced girls influence the younger girls to follow in their steps. The girls say oftentimes that they do not find this life attractive, but they bear it because it is the only means of getting pretty clothes which they want more than anything else in the world.

Then about the amusement of these shop girls. What are the towns of North Carolina doing in this line? The shop girls work all day with the steady, grinding rush. Six o'clock comes. What then? Often they are in towns where they know no one. Something similar to this happens. Several of them get out of the store and ask: "What can we do tonight? I want to do something exciting." They cannot afford to go to a picture show. Men standing by recognize their longing glances at the billboard and thinking them fair game offer them tickets to see the show. The girls accept, thinking it only an adventure, but after the show an automobile ride proves more than adventure, resulting in the girls making their first moral transgression. One department store manager, when told by one of his clerks that she could not live on her salary, asked her if that was the only way she had of making a living.

Often we hear of a rich business man giving thousands of dollars for a home for unfortunate and delinquent girls when these girls could probably have been saved if he had given those girls in his own employ a living wage. Since delinquency is partly caused by an economic condition we must strive for better salaries for these shop girls. This will be a slow process. We cannot hope to complete it overnight but we must keep the existing conditions and the proposed remedy ever before the public eye until public sentiment demands that the underpaid shop girl receive a decent living wage, thus lowering immorality.

In considering a program for delinquent girls, let us look at it from two points of view. First from the point of prevention and then from the standpoint of correction. Never was the old adage, "An ounce of prevention is worth a pound of cure", truer than in this case. There is some cause for every girl's becoming delinquent and if we are to deal with this problem intelligently we must find the causes and try to prevent them. Having discussed several of the causes, let us consider some preventives.

Ounces of Prevention

The school has fallen short in its duty to this class of girls. Most girls become discouraged when they realize their absolute hopelessness in the struggle and in thinking things out wonder what it is all about. They do not get what they need in school, and failing to see any direct connection with their own experience they drop out. There should be some courses of home-training put in the curriculum to touch these girls who never reach high school. This would avoid the great problem of thousands of ignorant mothers who have no conception of food values or laws of sanitation and hygiene. Then, too, these girls would have something for which they see a definite use and would then become interested in school and take to life afresh. Numberless girls have become discouraged in school, dropped out, lost self-respect, then gone from bad to worse, becoming delinquent.

We need in our school system a spirit of teaching children, not books. We need some special class methods. One of the causes for delinquency given is lack of home training in the moral field. If the home fails, the last hope is the school. The school needs to take hold and give the children what they need most. This need could be partly met by courses in sex hygiene. The problem of teaching sex hygiene in our public schools is a much discussed one at present. Surely a better understanding and appreciation of human life and human relationships would make these young girls better fitted to make decisions for themselves.

Organizing An Instinct

The little girl from twelve years up to eighteen is seized with the gang spirit. This gang spirit, if guided, can be made a most powerful influence in molding the character of a girl. This influence is had by various clubs: Campfire Girls' Organization, Girl Reserve Troup, Girl Scout Organization. This gives the young girl something wholesome to think about. It comes at a time in her life when she is reaching out for something new and fills a gap

that has to be filled. Contrary to popular opinion, the early'teen-age girl thinks. She thinks as she does in later years. Her sense of values is twisted and out of proportion, but she is serious in working out her philosophy. When she makes a step that causes her to be termed delinquent, it is not because she does not think but because she does not recognize values. It is up to those of us who are seriously interested in these girls to see that they have something pure and wholesome to fill their time as well as their minds during this formative period. Girl Scouting in its lovely big program seems ideal. Here the girls learn a great appreciation and companionship for nature which is a great factor in molding character. The Girl Scouts repeat and live their laws until these laws form a part of themselves. What finer lessons could any person be learning than those of being trustworthy, loyal, useful, helpful, to others, a friend to all, courteous, obedient, cheerful, thrifty, clean in thought, word and deed. Young girls love ceremony, and services around the campfire burn impressions in their hearts that last. Scouting is for the little rich girl and the little poor girl. Both need it and both should have it. Since nine-tenths of all delinquency is found in the little poor girl, we clearly see where the need is greatest.

Let us have a squad of Camp Fire Girls in every mill district, every town, village, and community where there is no organization to fill this need. In doing this there is need for volunteer workers. Every year there are hundreds of young girls who go out from college in this state. These girls leave college with a burning desire to do something. They can be interested in doing any kind of community work. These girls are the ones to take over the Girl Scout Program. The need is for the trained social workers in the state to get these college women and the girls to working together. Once this is started or the way is shown all else will be easy.

The University of North Carolina made a step in this direction when the School of Public Welfare had Miss Pauline Wherry from the National Girl Scout Headquarters come down to Summer School and give a course in scouting to the public school teachers. About thirty teachers went back to their schools last fall with a real conception of what scouting might mean to the 'teen-age girl and the results of this small group will be far reaching. Still, if this course is to be put across, not only thirty women must take it seriously but thirty thousand. What a fine thing it would be if the University would give that course again this summer to a big group! It would be a big contribution for the School of Public Welfare to make to the state.

Our real need is not legislation. We need enlightened public opinion. We need men who realize that they would do more for society by paying their young clerks a better salary to enable them to live self-respectingly than by giving thousands of dollars for the Crittenden Home or some other similar institution. Statistics show that there is a direct relation between delinquency and extremely low wages. Every girl likes pretty things and is going to satisfy this urge at any cost. If they are given a salary whereby they can live respectably, their temptation will be much lessened.

The problem of supervised recreation is one that hits every class of people of all ages today. Much has been said about the present-day dance halls, yet we make no move to substitute other recreation. The modern girl has been repeatedly condemned and much harm has been done by night automobile riding. Yet what steps have been taken to substitute a more wholesome recreation? People may condemn it, criticise it, gossip about it, but without avail. If we are interested we will make some other form of amusement just as attractive. A real advance would be made by substituting for the above-mentioned recreation other amusements such as pool rooms, tennis courts, good picture-shows, swimming pools, reading rooms, and also a place for girls who have no place to entertain their friends.

We must not say "thou shalt not" to these girls. We must give them training and guidance that will build in them a true sense of values, a love of the beautiful, and then they will know how to decide aright for themselves.

Samarcand Manor

Then after we have done what we can to prevent young girls from stepping across the line between what is good and what is wrong, we must think about those who have already stepped across that line and have been branded as delinquents. North Carolina has established a very remarkable piece of work in this field, this being Samarcand. North Carolina can be justly proud of this institution. It was started by an appropriation of the legislature in 1917, was opened in 1918, and has been developing since.

At Samarcand girls who have pasts so black that they make us shudder are, in a spirit of work and play under the guidance of trained and interested teachers, remolding their lives and developing into citizens who will in time go out into the state to live useful and wholesome lives. Samarcand, through Miss McNaughton and her helpers, is performing miracles with the younger girls. Since fall the number has had to be cut down to two hundred on account of lack of money for maintenance. There are many more girls in the state who need to go there. The need is for a bigger Samarcand with a larger maintenance fund. A welfare worker recently reported twenty-five girls in Raleigh who should be in Samarcand. Another welfare worker wrote a few weeks ago: "There are two young girls in and around town who should be in Samarcand by all rights. They are a menace to society. Yet what can I do? They are too young to be sent to jail. I have arrested them several times and after I arrest them there is nothing to do since Samarcand is filled." There is need indeed for a bigger Samarcand.

The negro women's clubs in North Carolina are doing all in their power to start a negro Samarcand. They have plans well under way. Their hope is that the legislature will take it over after they have started it.

But What of the Adults?

North Carolina feels also a need for some institution for older women offenders, for women who have passed the Samarcand age, which is sixteen. This need is so generally felt that a bill will probably be introduced at the

General Assembly for an appropriation. There are women arrested every day on the streets of our large towns and then turned absolutely loose because there is nothing to do with them. The popular thing for judges to do is to send them out of town to the next town, thus shifting responsibility and bettering no one. A welfare worker was sent to Fayetteville to look into the problem of camp followers there. She found a great number of horribly diseased women there but was helpless to do anything as there was no place to which they could be sent.

There is a woman in Asheville who has been sent to jail five times in the last six months on thirty-day sentences for drunken disorder. She is a clear evidence of a need for the proposed institution. There are about seventy women in the state prison who could be transferred and taught a trade in the new institution. A farm colony as a modern reformatory seeems to be the most attractive plan. The State already has the land, so that would lessen the expense. The older women offenders should tend the farm under supervision and training with the idea of teaching them to be useful citizens as well as wholesome ones when their sentence is over. An honor system would work just as effectively here as at Samarcand. Here the diseased members could be carefully treated and the vigorous out-of-door work would be a great factor in reforming them in the true sense of the word. The proposed farm colony would have a cottage plan where the women could learn housekeeping in a practical and effective way. Each woman would be taught some trade so she could be self-supporting when she goes back to society. Some of the things she could learn to do while in the farm colony would be cooking, dressmaking, laundering, canning, embroidery, chair-making, basketry, and farming.

This farm colony would be a place where women are sent for help, not vengeance for any past act. There would be no bars, no matrons around with clanking keys hung from their waists. It would be a corrective institution where the unfortunate women are given another chance, yet where serious work takes place and where hitherto lawless people learn respect for authority, law and order.

North Carolina has taken a forward move in her treatment of delinquent girls but this move should be only a beginning to many bigger things. Our one biggest accomplishment in this field has been Samarcand. If Samarcand is the result of the labor of a few far-seeing people, what will the result be when all the thinking people in North Carolina are made to understand the social conditions within her borders?

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April 14, 1924.

HOME AND FARM OWNERSHIP

W. E. White, Cleveland County

The Facts

One of the outstanding evils in the social life of North Carolina today is the constant increase of the already large body of landless, homeless citizens. James J. Hill, the wizard of the Northwest, once said: "Land without population is a wilderness, population without land is a mob." While the majority of the state's farmers are landowners at the present, the large element described by Mr. Hill as a mob is gradually increasing and it is only a question of time until this unfortunate class of citizens will be in the majority of those who cultivate the soil if something is not done in the near future to retard the progress of its growth. As proof of this assertion, we have only to note that in 1880 66.5 percent of our farmers were landowners, while 33.5 percent of them were landless; and in 1920 the landowning farmers had decreased to 56.5 percent, while the tenant element had increased to 43.5 percent of the total number of farmers in the state. The total number of tenant farmers in North Carolina in 1920 was 117,459. In this great army of homeless farmers there were 63,542 white tenants, and 53,917 negro tenants. This clearly shows that the tenant problem is cause for alarm among members of the white race, for 57.1 percent of the farming tenants in the state are white people, while the negro race has a minority of the farm tenants or only 42.9 percent of the whole.

Also it is worth observing that the negro race is gaining at an admirable rate in land ownership. Less than sixty years ago the negro race was liberated from the shackles of slavery, and today 29.1 percent of the colored farmers of the state own their own land, while 32.8 percent of the white farmers of the state suffer the handicap of being tenants.

North Carolina is one of the leading states in the Union in farm tenancy. Out of forty-eight states only eight have a larger ratio of farms operated by tenants than has this state. Also it might be mentioned that the percentage of farm tenantry in the United States, as a whole, is 38.1, or 5.4 percent less than the official statistics given for North Carolina. Truly the time has arrived when we should try to solve this perplexing problem.

The Causes of Tenancy

The causes of farm tenancy are obvious. Prior to the Civil War we were chiefly a self-sustaining people. But that great catastrophe was a calamity to us in many ways. In the first place it released tens of thousands of negro slaves from bondage and these illiterate, homeless people were generally intoxicated with their freedom for several years after being liberated and it took them some time to become adjusted to the new social order and place themselves in the position of dependable citizens and trustworthy laborers. In the next place thousands of Confederate soldiers returned to ruined homes to begin life over again in a penniless condition and without the aid of their

former slaves. Then, too, the price of cotton dropped from forty-two to eleven cents in one year, placing numbers of Southern people heavily in debt. Following in the wake of these disasters came the Crop Lien Law which enabled people to get supplies by mortgaging their crops. These necessary supplies were sold to helpless farmers at outrageous interest rates, and as the years passed large numbers of these unhappy victims of this cruel system were forced to mortgage their farms to the supply-merchants who furnished them with the necessities of life. As the debts grew larger each year, scores of these landowners were forced into the tenantry class, because they were unable to redeem their farms.

Another evil that grew out of the supply-merchant system was the lack of crop rotation. The one-crop system was established all over the South and the majority of the farmers were forced to raise either cotton or tobacco for commercial reasons. The supply-merchant demanded that these crops be raised for his special convenience and could refuse to grant credit to those who might be unwilling to comply with his requests. Thus the merchants who supplied the farmers during the cropping season constituted a ruling oligarchy that forced the one-crop system on the Southern farmers and gradually year by year swelled the number of white tenants by confiscating the lands of farmers who had raised cotton at low prices and bought provisions on time at exorbitant interest rates. Other things that have contributed to some extent to the increase of tenancy have been ignorance, lack of agricultural knowledge, thriftlessness, and, of recent years, the rapid increase of real estate values.

The Effects of Tenancy: Economic

The bad effects of tenancy have been two-fold: social and economic. The bad economic effects are as follows:

1. The tenancy system instead of increasing the fertility of the soil robs it of what it already possesses. The tenant is often an unskillful farmer who has little knowledge of the principles of agriculture and the methods he employs for cultivating the soil are frequently detrimental to it.

2. Tenancy compels a one-crop system. The tenant usually knows little about other crops than cotton or tobacco and usually desires to pursue the one-crop system, which enables him to contract heavy debts during the spring and summer to be paid the following fall. This allows little food-and-feed farming and livestock of the meat and milk variety that is so much needed in most parts of the South.

3. It necessitates small-sized farms cultivated by hand methods rather than by improved machinery.

4. This causes a small annual yield of farm output per farmer and per farm, because of small farms and a sad lack of diversity in farm products.

5. The tenant farmer is unable to accumulate wealth with which to move out of tenancy into ownership. The Southern tenant, as a rule, consumes his wealth in producing it.

Social Effects of Tenancy

1. Tenancy is detrimental to intellectual development.
   (a) School attendance of tenant children is necessarily low because the children are often kept out of school to work during both the planting and harvesting seasons.
   (b) Tenants move upon an average of once every two years. In changing from one school to another the children are handicapped in their progress, or entirely lose contact with school.
   (c) The stimulus for intellectual development is not in evidence because increased production due to increased knowledge is shared with the landlord.
   (d) The schools themselves suffer for the reason that they serve a migratory population lacking interest in educational matters.
   (e) Tenancy and illiteracy generally go hand in hand. Professor Branson has fittingly described them as twins at birth and boon companions throughout life.
2. Tenancy hinders moral development for the following reasons:
   (a) High tenancy rates cause low church membership rates, as all census surveys show.
   (b) Church attendance by tenants is far lower than by landlords. The migratory element moves too often to form church ties.
   (c) The loose methods by which tenants are financed have a distinct tendency to promote dishonesty on both sides.

3. Tenancy produces a class consciousness which is always destructive. It has been well said that it means land orphanage on the one side and land aristocracy on the other, with few binding ties, and little social intercourse. It breeds undemocratic tendencies that should not exist in American life.

4. It prevents the promotion of rural organizations of all kinds. Churches, schools, community clubs, social clubs, county libraries, good roads, and other things that promote civilization are injured on account of this disorganized migratory class.

5. The most deadly enemy of coöperative marketing is farm tenancy. This is especially true of the sixteen southern states which contain 64.5 percent of all the farm tenants in the United States. In eight of these states over fifty percent of the farmers are tenants.

6. It hinders the effectiveness of political development since tenants, as a class, usually are indifferent to matters of public administration. Many never vote because they move too often to be granted that privilege, and those who do wield the ballot are frequently the tools of local politicians and have very crude ideas of government. Generally speaking, the tenant class has little incentive to use the ballot.

7. Home ownership brings out the highest and noblest qualities of exalted manhood. The home owner is also a home lover and a home defender. He is interested in everything that promotes civilization—his home, his community,

his state, and his Nation, and is willing to make any sacrifice to support and maintain them. For the tenant the incentive is lacking to produce this lofty strain of patriotism which is a greater asset to any nation than the protection afforded by a large standing army or an efficient navy of mighty battleships and deadly submarines.

Some Proposed Remedies

Various remedies have been suggested for the tenancy evil. Perhaps the most plausible of these is the state colonization plan. North Carolina has some twenty-two million idle wilderness acres and one-half of this vast area equally divided among all the tenants of the state would give each one a farm of almost one hundred acres in size. Therefore, there is an abundance of land in North Carolina for tenants to purchase if financial arrangements can be made.

The colonization scheme recently devised and put into effect in California would be more likely to prove satisfactory in this state perhaps than those tried in foreign countries. The Land Settlement Act of California was passed in 1917. Section 1 of this act asserts: The Legislature believes that land settlement is a problem of great importance to the welfare of all the people of the state of California, and for that reason through this act endeavors to improve the general economic and social condition of agricultural settlers.

A Land Settlement Board was created. This Board was appointed by the governor and consisted of five progressive business and professional men, who were to serve without pay. The Board procured the services of an executive officer in the person of Dr. Elwood Mead, who engineered a similar experiment in Australia and was chiefly responsible for its success there. The object in view was "to provide employment and rural homes, to promote closer agricultural settlement, to assist deserving and qualified persons to acquire small improved farms, to demonstrate the value of adequate capital and organized direction in subdividing and preparing agricultural land for settlement, and to provide homes for farm laborers."

The Board was provided with a sum of $260,000 "out of funds in the treasury not otherwise appropriated". This fund was to be repaid in 50 years at 4 percent interest, except $10,000 which was to be used as a general expense fund in beginning operations. With this money the Board purchased 6,300 acres of land at an average price of $100 per acre in Butte County, seven miles from Chico, a city of 18,000 inhabitants, and one-half mile from Durham a station on the Southern Pacific Railway. The land was in two tracts, the first containing 3,680 acres and the other 2,359 acres. The Board paid cash for the second named tract and after making a payment on the first tract there was not a sufficient sum left with which to finance the development of the land. More money was needed for irrigation purposes, in the preparation of land and for building houses, so a loan of $125,000 was obtained from the Federal Land Bank. This loan was made to an association of settlers but the money was turned over to the Board. The settlers pay 5½ percent interest on the loan and have 34 years in which to repay the principal.

Irrigation is a fundamental and costly problem to solve on almost any farm area in California. The land purchased by the Board was no exception.

To irrigate even a small farm is a costly undertaking and deters many would-be farmers in California. But the Board was organized to overcome conditions that were serious stumbling blocks to individuals. Having more than 6,000 acres to develop, it could afford to secure the best and most efficient machinery for this work which was generally out of the question for the individual farmer. A 75-horsepower tractor and other equipment was purchased and experts were obtained to operate it. The Board accomplished what would have been impossible for individuals, and thus greatly lowered the cost of the land to the settlers.

Another valuable act which the Board did was to employ agricultural experts for the study and classification of the soil. By means of these experts, the Board secured soil surveys, determined the size of the farms, the crops best suited to the soils, and the proper location for buildings. With the assistance of the soil map the tract was divided into farms varying in size from 9 to 300 acres and in value from $48.50 to $235 an acre. This method enabled the farmers to have the advantage of expert knowledge at a minimum cost in a very important matter. The Board also helped them to select farms best suited to their individual requirements and further served as a guide in cultivation.

While surveyors contoured the surface and soil experts were mapping what lay beneath the surface, the Board was busy preparing the land for settlement. It hired and bought teams and implements and set them to leveling the land, seeding a portion of it to alfalfa while other lands were plowed and planted to grain. It also secured a foreman who was an expert at preparing fields for irrigation. By May, 1918, with the water-right agreement signed, the soil maps completed, the farm boundaries fixed, and the land thoroughly prepared for pitching crops, the Board had spent almost $300,000. It was now in a position to offer ready-made farms to settlers. These farms were already on the way to yielding returns and their growing grains were enticing to experienced farmers who could see an income in sight.

When the farms of the first unit were ready for settlement, notice was given through the press and by post card to applicants for farms. In selecting the applicants the Board had to deal with one of its most important problems. The utmost caution was necessary. Each applicant was requested to fill out a blank questionnaire showing his experience, the amount of capital he had, and his plan for improving his farm. Through this valuable information and the superintendent's concept of the applicant gained in going over the farm with him, the choice was made.

Another valuable service rendered the Durham settlers was the help given in planning and building their houses and other farm buildings by an architect and farm engineer. The help, however, did not stop with the planning. All of the building material was bought in wholesale lots and the work of construction was contracted for on a competitive basis. This proved a financial blessing to the homeseekers.

A characteristic that has made the California plan a success all the way through has been its coöperative feature. The farmers have organized various coöperative associations for buying supplies and selling their products. Under

this system of cooperaton the settlers have developed the best herd of Holstein cattle in the state under the direction of a full time veterinarian. Other things might be mentioned, but it is useless to go into detail.

A feature of special interest about this settlement was that the Board reserved a plot of 23 acres to be used as a community center. The settlers have erected on this site a $10,000 community hall in which moving pictures are shown, and games and other recreations are provided. A full-time health officer was employed to look after the health of their families.

Has this movement been a success? An annual inventory in 1920 showed that the state of California was $185,000 better off by making this venture. Furthermore, the state of California thought well enough of the policy to authorize $10,000,000 for the development of another colony of larger proportions at Delhi.

Shall North Carolina follow the example of California in promoting state colonization of the tenant class? If that state is willing to appropriate ten million dollars to promote a second scheme of that nature after having made one successful effort, the plan is certainly worthy of the consideration of all North Carolinians who have the welfare of their state at heart and desire to see her leading the vanguard of Southern civilization.

But the question arises: "Would the plan tried in California work in North Carolina?" There are several reasons why we might think a scheme that was successfully operated for colonization in California might be equally successful in this state. It is granted that the colonization of tenants is needed, so what we should consider is whether or not the scheme would be practicable in North Carolina. (1) It is practicable because there are twenty-two million acres of idle land in this state. A vast amount of this land could be purchased for prices not exceeding the rates paid for land tracts in California. (2) There is no irrigation problem in North Carolina. This would reduce the expense of colonization here. (3) North Carolina has several thousand thrifty tenant farmers who would be interested in such a scheme. (4) This state has the material wealth to promote such an enterprise. We are spending fifty million dollars for better roads, our farm property is valued at more than a billion and a quarter dollars, and our citizens pay annually more than three million dollars in income tax. (5) North Carolina has enterprising, public-spirited citizens who would be interested in a colonization scheme. (6) The plan having worked in California in an admirable way, it would be easier for us to overcome the arguments of the conservative or over-cautious element of our citizens. (7) Men of equal skill to those who engineered the scheme in California could be found to promote a similar organization in this state. In the face of these facts, why should we delay the important matter of colonizing our better class of tenants?

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February 4, 1924.

COUNTRY COMMUNITY LIFE AND COOPERATIVE FARM ENTERPRISE

F. S. Griffin, Rockingham County

What Is a Community?

The unwillingness of farmers to work together for a common end has become proverbial. This ultra-independent spirit has cost them dearly, both in money matters and in their social, religious, and educational activities.

What is the solution of this problem? The prosperity of a people depends to a large extent on the prosperity of the rural element, so the problem is of vital interest to all classes. The old neighborhood system of schools and churches, and the old-fashioned way of dealing with economic affairs have proven a failure, especially in North Carolina. The neighborhood is being supplanted by something bigger, the community. The need that the "community idea" has to fill may be stated thus:

(1) A mutual understanding of all local groups.

(2) The development of a practical plan for the future of the community.

(3) The application of this plan to community problems as fast as circumstances will permit.

Before going farther, the term community should be clearly understood.

"A neighborhood is simply a group of families living conveniently near together. The neighborhood can do a great many things, but it is not a community. A true community is a social group that is more or less self sufficing. It is big enough to have its own centers of interest, its trading centers, its social centers, its own school-house, its own grange, its own library and to possess such other institutions as the people of the community need. It is something more than a mere aggregation of families. These may lie in several neighborhoods in a community. A community is the smallest social unit that will hold together. Theoretically, a community could live unto itself; though that would be actually impossible, just as it is impossible for an individual to live really a hermit. A community is a sort of individualized group of people. It is both the smallest and the largest number of people that can constitute a real social unit. It is a sort of family of families."*

Dr. Butterfield shows in his able definition that the community is not a geographical division, but is the union of a group of families around the center of their interests.

Economic and Social Status of Farmers

Is there need for such a union? The average family income for the last ten years among the cotton producing farmers is $300, and this meager sum includes the high prices of the war years. We may "Thank God for South Carolina," but part of our people are in just as bad a fix. The following tables taken from "Economic and Social Conditions of North Carolina Farmers", give some startling figures on living conditions in North Carolina.

* Kenyon L. Butterfield, President of Massachusetts Agricultural College.

TABLE XLIII—ANNUAL CASH INCOME PER FAMILY
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	$2,385.85	$1,996.00	$1,129.50	$1,670.00	$854.15	$711.07	$700.84	$640.59
Piedmont	994.70	379.00	604.17	536.15	336.35	374.24	364.74	208.60
Mountain	680.16	.....	261.84	.....	172.84	.....	155.89	.....

TABLE XLIV—ANNUAL CASH INCOME PER INDIVIDUAL
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	$452.65	$226.81	$253.82	$253.03	$174.45	$118.51	$143.13	$125.64
Piedmont	252.55	84.33	124.27	92.19	73.92	64.40	64.74	36.87
Mountain	154.88	.....	49.49	.....	33.62	.....	34.24	.....

TABLE XLV—DAILY CASH INCOME PER INDIVIDUAL
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	$1.255	$.622	$.695	$.694	$.478	$.324	$.392	$.344
Piedmont	.705	.23	.34	.252	.201	.176	.177	.101
Mountain	.424	.....	.135	.....	.092	.....	.093	.....

These tables show that the landless have a much lower cash income than the land owners. Although it is almost unbelievable, the cash income per person for the mountain county is less than ten cents and that for the negro croppers of the Piedmont county is barely ten cents per day.

TABLE XXI—LIVING RAISED AND BOUGHT PER FAMILY
(Total area surveyed)

	Landed	*Landless*	*White*	*Black*	*Total*
Value raised	$481	$270	$447	$213	$382
Value bought	70	86	62	121	78
TOTAL VALUE	$551	$356	$509	$334	$460
Percent raised	87.3	75.8	87.8	63.8	83.0
Percent bought	12.7	24.2	12.2	36.2	17.0

This table shows not only that the amount spent for living by the average family is pitiably small, but also that on an average the amount decreased from landlord to owner, to tenant, and to cropper in all counties.

TABLE LVIII—PERCENTAGE WEALTH AND EQUITY HELD BY LANDED AND LANDLESS

(For area surveyed)

	Coastal Plain		*Piedmont*		*Mountain Region*		*Total*	
	Landed	*Landless*	*Landed*	*Landless*	*Landed*	*Landless*	*Landed*	*Landless*
% of families.	23.2	76.8	54.1	45.9	68.0	32.0	48.4	51.6
% of persons.	24.2	75.8	50.7	49.3	68.3	31.7	47.6	52.4
% of wealth...	86.7	13.3	94.6	5.4	96.5	3.5	92.7	7.3
% of equity...	88.7	11.3	95.5	4.5	96.5	3.5	93.9	6.1

TABLE LIX—PERCENTAGE WEALTH AND EQUITY HELD BY WHITE AND BLACK

(For area surveyed)

	Coastal Plain		*Piedmont*		*Mountain*		*Total*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
% of families.	59.9	40.1	56.8	43.2	.....	.....	72.3	27.1
% of persons.	57.7	42.3	51.0	49.0	.....	.....	69.7	30.3
% of wealth...	89.5	10.5	87.1	12.9	.....	.....	92.8	7.2
% of equity...	91.1	8.9	88.7	11.3	.....	.....	94.1	5.9

How the poorer classes exist on such incomes is a mystery until one sees the poverty and squalor in which they live.

TABLE CXXXII—PERCENT OF PARENTS WHO HAVE ATTENDED SCHOOL

(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain..	83.0	80.0	71.5	80.0	84.5	42.8	70.8	42.3
Piedmont	98.0	72.9	100.0	71.1	92.1	63.0	88.5	53.0
Mountain	95.85	.....	94.8	.....	89.0	.....	79.7	.....
TOTAL	92.8	76.2	95.2	72.2	88.2	59.5	76.0	46.05

TABLE CXXXVII—CLASSES OF OPERATORS RANKED ACCORDING TO SCHOOL EDUCATION

Rank	*Class*	*Average Grade Reached*
1	White operator landlords	6.40
2	White owner operators	4.33
3	White tenants	3.97
4	White croppers	3.07
5	Negro owner operators	2.95
6	Negro operator landlords	2.00
7	Negro tenants	1.55
8	Negro croppers	.985

These tables show a very high percentage of illiteracy among all classes of rural North Carolinians. It is clearly shown that there is a clear and distinct connection between the education of a farmer's children and his economic and social rating.

The facts that have been given show that a large percentage of our population is in a bad way economically, socially, and educationally.

Past Progress

What is being done and what can be done to better this situation? In spite of the conditions pointed out, North Carolina has made wonderful progress in the last few years. This progress has been made by the abandonment of the neighborhood way of doing things. Our progress has been greatest in two things:

1. Highway construction,
2. Education.

Under the old system our roads were built and maintained by the land owners whose lands lay adjacent to them. Each man was afraid he would do more than his neighbor so no one did anything. Then the counties took charge of the roads but their method was a failure because all roads were built purely as local affairs and not to form any part of a state-wide system. It was in 1915 that the legislature passed the first state road law with the magnificent appropriation of $10,000. From that time until 1921, the legislature gradually increased the appropriation and created a new state highway commission. At the head of this commission was placed Frank Page, who has divorced the roads from politics and has become famous as a master builder of highways. The people saw the wisdom of the new way and the legislature of 1921 voted a bond issue of $50,000,000 for roads. As a proof of the success of the new commission, the legislature of 1923 gave another $15,000,000 with scarcely a dissenting vote. To make a long story short, in the years 1921, '22 and '23, there have been completed 2,232 miles of roads.

With the wonderful results of organization and cooperation in road building before them the people of the state are awakening to the enormous possibilities of North Carolina and are organizing to reap the benefits of the state's resources.

Hand in hand with the good roads in North Carolina, the movement for better rural schools has gone forward. In the days when there were no roads and no power-driven vehicles, the one- or two-teacher school had an important function; but that day has passed. Every county that has adopted the system of consolidating their schools reports a great gain in education at little or no additional cost.

The consolidated school takes the place of several schools, collects the teachers, libraries, and facilities under one roof, and brings the children to and takes them from such schools via county-operated trucks.

School Consolidation

Mr. L. C. Brogden, state supervisor of rural schools, had the following statement in the Asheville *Citizen* of August 14, 1923:

"The idea of consolidated schools in North Carolina is growing to great proportions.

"This is evidenced by the fact that in 1915 there were only 150 school children transported to and from school in trucks. Last year over 50,000 were transported and more than 2,000 vehicles were used.

"It is the policy of the State Department of Education to discourage as much as possible the one-, two-, and three-teacher schools, and before the department will lend financial assistance to the schools of a county a state representative looks over the field with this in mind."

If a teacher has several grades to teach, it is impossible to give worthwhile instruction. When there are recitations in reading, writing, spelling, arithmetic, etc., together with some geography, history, and grammar, the teacher can only "hurry through the motions of teaching". Some children from such schools get a higher education, but they do it in spite of their early environment rather than because of it.

The advantages of consolidation of schools are now so generally recognized that it is unnecessary to go into any elaborate discussion of the matter. The advantages of consolidation are summed up in a concise manner by Mr. J. R. Grant, state agent of the rural schools, Arkansas:

1. It not only holds the best people in the community, but attracts others like them.

2. It increases the value of property.

3. It makes possible a better social life. The social life is made more attractive by "rubbing elbows" with more people, through community singings, community forums (where vital issues are discussed), Sunday schools and churches, junior and senior S. I. A.'s, literary societies, orchestras, chautauquas, athletic games, etc.

4. Better community leaders can be had and more can be better developed.

5. It gives to both children and adults a needed training in cooperation, in working with and for each other. It causes people to think in terms of a bigger community and about bigger problems.

6. It makes it possible for athletics to be well organized and supervised.

7. It makes for efficient gradation and classification of pupils.

8. It puts a good rural high school within reach of every home. The united districts can build a better building, heat it better, and equip it with better seats, libraries, pictures, globes, charts, laboratories, etc.

9. The course of study is broader, more vital, therefore more interesting, and pupils are glad to remain in school.

10. Better teachers can be employed, because the work is more pleasant, the term longer, the supervision is better and the social life more satisfying.

Cooperative Marketing

The farmer has seen the benefits to be derived from organization in the fields of public education and highway construction; so he is now beginning to apply the same principle to the marketing of his products, in the form of the coöperative associations.

Mr. Aaron Sapiro, an authority on coöperative marketing, in a speech in Toronto, Ontario, took cotton as an example to show the need of organization among farmers.

"We have in the United States an industry by which we produce two-thirds of all the cotton in the world, a staple non-perishable article giving us what would amount to a commercial monopoly of this high-type product. We have been producing it decade after decade and in the same districts. You would imagine that these farmers must have made some money because the men who sell you cotton goods get a fairly good price, and you have known of cotton exchange millionaires and mill men who have left enormous fortunes to their children. Cotton has always meant wealth to you, probably. I would like you to see the cotton farmers. There are several millions of them in the southern section of the United States, and they live in a stage of poverty such as you never dreamed of—a stage two generations behind what you have here in the city of Toronto. You can go to South Carolina and see homes where the whole family lives in one small room, where perhaps for the whole year no one has a pair of shoes or stockings; where they take the little children and put them out to work in the field and cannot give them any schooling. There are districts where the whole county cannot raise enough money to maintain a decent road or school, or put up a decent church; where to family after family all their days are passed in gloom and hopelessness; where tenantry is increasing, where the standard of living is going down. And yet these very people are producing one of the greatest agricultural crops of the world which makes millionaires in New York, in New England, and in old England. You would think it a most amazing thing that the average family income of South Carolina, in producing cotton, is less than $300 a year, including the higher war years, for the last ten years. It is the most amazing thing in my life to realize how this great and valuable crop, one of the greatest on the North American continent, can create so much wealth, can take so much out of the consumer and leave so little, either in money, in happiness, or in decency of living for the man who primarily created that wealth."

Mr. Sapiro clearly shows that the trouble with our present farm system is that the middleman gets the lion's share of the profits on agricultural products and that the farmer gets only a small proportion of what he should.

Both the tobacco and cotton growers of North Carolina have their coöperative associations, and both are now regarded as successful by most of their members. Of course in the perfection of such a large organization some mistakes have been made and some members have become disgusted, but the situation is improving and both associations are destined to add to the wealth of rural North Carolina. Many of the members did not catch the spirit of cooperation when they joined. It was agreed to curtail the crops a certain percentage, but each member expected all his fellow members to keep the agreement, so it would be safe for him to plant a large crop. The result was that instead of being a reduced production it was a "bumper" year.

Denmark and California

The coöperative movement has reached its greatest perfection in Denmark. The farmers of that country raised grain for export until the large wheat areas of the United States and Canada were opened. The Danes were then hopelessly outclassed, but instead of blindly fighting this economic battle, they turned from grain production to dairy production. Denmark is much less in size than the state of Maine, yet she supplies forty percent of all the export butter in the world's markets. This butter is produced from the milk of cows that feed on some two hundred thousand farms, averaging each about forty acres. During the year ending June 29, 1923, Denmark exported 2,537,000 kilograms of butter. Of this, 2,167,000 kilograms were manufactured by the coöperatives. Nor is this true of butter only but of all agricultural products. No association attempts to handle more than one article, but a farmer may belong to several associations. At first consideration this may seem a waste of energy and inefficient, but experience has proved that the officials and employees of an association are able to carry on the coöperative business much better where only one product is handled.

Because the Danish farmers have been willing to organize, Denmark has become the most efficient country in the world. The whole country is prosperous. The average size of the farms is little more than twenty-five acres, and everybody is educated. Thurston Thompson, after careful study, has the following to say about the Danish farmer.

"Through elevating his profession, he has elevated himself and has practically eliminated farm tenancy, one of the biggest hindrances of coöperation. With ninety percent freeholders, the picturesque figure of the land baron has passed."

Next to Denmark, Calfornia is the best example of coöperative marketing. The movement started there in 1894, but for many years it was purely eperimentation. Although California is two thousand miles away from the biggest markets, the success there has been extremely satisfactory. No one is better able to tell the story of their success than Mr. Aaron Sapiro, who has had so much to do with the movement.

"California farmers are today handling more than $200,000,000 of products every year through this form of marketing association without a single dollar of stock in outsiders' hands, without a single outsider's products and without a single non-farmer in any of these associations. They have learned how to handle agriculture, and the 80,000 farmers in California, who have learned to coöperate, have become practically the most prosperous group of farmers in the United States. Here is a rather interesting test of how prosperous they are. Each year the United States Department of Agriculture publishes a list of fifty counties in the whole of the United States that have had the highest net value of agricultural products, and the states consider themselves lucky if they have two names on the list. California has thirteen out of the first fifty in the entire United States, and we have first and second place, and four other places in the first twelve. In short, with products that we admit are not always the

very best, and with everything we raise from two to three thousand miles away from the consuming markets, the Californian has a larger proportion of net return from his products than in any other three states of the United States combined. The California farmers are the one group of agriculturists in the United States who managed to weather the storm of 1920-21, as more than eighty percent of our growers actually made net profits from their year's work, while more than eighty percent of the farmers of the United States actually lost money on their crops. There was no miracle in this. The California farmers learned the method by which this can be done, and those who have been studying the process are trying to find what are the fundamental reasons; and we now believe we can understand why it is the California farmer has created prosperity while the other farmers in other sections remained poor and helpless."

It is the purpose of this paper to show the need for rural coöperation and organization, what is being done and what should be done, together with illustrations of the successful application of these principles. There is no question but that, if rural North Carolina is to prosper, the farmers must learn to do things on a bigger scale in a business way. When farmers realize how helpless they are individually, they will begin to act collectively, and when they do that farm life will become more attractive and the farm people will be happy and prosperous instead of being depressed with care and worry so much of the time as they are now.

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COUNTY AND COUNTY-GROUP HOSPITALS

William L. Smith, Guilford County

The Shortage

According to the Federal Monthly Crop Report, December, 1921, North Carolina held fourth rank in the twenty-two leading crops, and fifth in the value of all crops. North Carolina last year produced more than four percent of the value of all crops in the United States.

In bank account savings in the United States for the year ending June 30, 1920, North Carolina was twenty-first in rank according to the report of the Comptroller of the Currency, 1920.

In striking contrast to these figures we find that according to figures based on the report of The Modern Hospital, October, 1919, when the states were ranked according to the number of inhabitants per bed, North Carolina had an undignified place at the foot of the column. For every available bed in a hospital there were 523 people, representing 523 potential occupants of that bed.

The American Hospital in a survey disclosed the fact that North Carolina had 143 hospitals with a total bed capacity of 4,777 beds; these to accommodate two and one-half million people.

There are a bare half-dozen free hospitals for the public in the state, including the State Tuberculosis Sanatorium, two county hospitals, and three municipal hospitals. Of these hospitals three are supported by taxation and three by private philanthropy.

There is not in North Carolina a free public hospital for negroes. And there are only four private hospitals, whose total of beds numbers less than 250. Two hundred and fifty beds available; these to care for 900,000 colored persons; one hospital bed for every 3,000 negroes.

We have seen the bald figures and it is indeed a sorry tale of neglect and carelessness they tell. Let us now for a short while consider the health conditions in the state.

There are in North Carolina today, 25,000 open pronounced cases of tuberculosis. Twenty-five thousand cases of tuberculosis, twenty-five thousand sufferers from the "white plague"—and their condition seems all the more pitiable when we see that they are doomed absolutely to death unless someone provides hospital facilities to give them the treatment their condition demands. Of these tubercular cases by far the great majority are unable to pay for treatment, unable to pay even the small sum charged the patients at Sanatorium. They have no means, therefore they must die, and are dying around us every day.

Who is to be held responsible for these useless deaths which must inevitably occur if the people of the state do not see to it that these unfortunates are

cared for? We are! You and I and every other citizen of this commonwealth is responsible, and we must answer at the bar of civilization for our delinquency if we fail to care for them.

There are 25,000 cases of open, pronounced tuberculosis in North Carolina and the State Tuberculosis Sanatorium has a capacity of only 188. What of the surplus 24,812?

Hospital Facilities in the United States

Based on figures in the *Modern Hospital,* October, 1919. The states ranked according to the number of inhabitants per bed.

Department of Rural Social Economics
University of North Carolina

Rank	*State*	*Population per bed*	*Rank*	*State*	*Population per bed*
1	Massachusetts	84	25	Nebraska	174
2	California	97	26	Missouri	175
3	Arizona	101	27	Maine	182
3	New York	101	28	South Dakota	193
5	Maryland	104	29	Delaware	194
6	Montana	105	30	Kansas	195
7	Nevada	112	31	Utah	208
7	New Mexico	112	32	Virginia	213
9	Connecticut	119	33	Idaho	224
10	Illinois	129	34	North Dakota	234
11	Colorado	131	35	West Virginia	248
11	Minnesota	131	36	Kentucky	250
13	Wisconsin	132	37	Louisiana	272
14	New Hampshire	134	38	Tennessee	278
15	Iowa	135	39	Florida	279
15	Oregon	135	40	Texas	290
17	Rhode Island	145	41	Indiana	321
18	New Jersey	147	42	Arkansas	337
19	Ohio	148	43	Georgia	363
19	Vermont	148	43	Mississippi	363
21	Washington	150	45	South Carolina	400
22	Pennsylvania	151	46	Alabama	418
23	Wyoming	159	47	Oklahoma	472
24	Michigan	162	48	North Carolina	516

What the Draft Showed

The Draft Act called out in the United States a large number of men between the ages of eighteen and thirty years of age. Of these, two million or approximately four-fifths were given physical examinations. The results of these examinations were such as to startle the whole country. The War Department, in a volume entitled Defects Found in Drafted Men, gave to the public the results of these examinations.

Out of every thousand men examined, North Carolina had 30.47 rejected on account of tuberculosis. The national average of rejections per thousand for this cause was 24.6. In short, North Carolina had an excess of nearly six men out of every thousand, over the national average. What answer can we

give to these figures? This excess can certainly not be credited to the negro population, for other states having a larger negro population than North Carolina made much better showing with respect to tuberculosis.

The national average of rejections per thousand on account of defective physical development was 32.93. North Carolina had 33.41 rejections per thousand. Here again we find an excess over the national average, which is exceedingly high.

Our rejection average per thousand for total mental disorders was 24.98 as against a national average of 15.08. Here we find an increase of 9.9 or approximately 66 percent over the national average.

Of each five men examined for the draft, less than four were found physically fit. These examinations, conducted in a time of stress, were perforce hurriedly and sometimes perfunctorily given, allowing many men to pass who under normal conditions of examination would have been rejected.

Do these figures not cause you to stop for a moment and wonder what can be the cause of these conditions? There is only one answer, inadequate health facilities, and only one solution, proper medical care for everyone. The county hospital would undoubtedly accomplish much in reducing our defective percentage.

North Carolina in the World War

Based (1) on Defects Found in Drafted Men, reported by Surgeon-General M. W. Ireland, to 66th Congress, 1st Session, Senate Committee Print, 1919; and (2) on the Associated Press item, The Victory Memorial Building, February 19, 1922.

DEPARTMENT OF RURAL SOCIAL ECONOMICS
UNIVERSITY OF NORTH CAROLINA

Rank	*Unfit to Serve*	*Rate per 1,000*
19th	Defective in body or mind, or both	546
30th	Rejected as unfit	213
37th	Tuberculosis victims	30
37th	Venereal diseases	70
39th	Apoplexy, paralysis, etc.	3
42nd	Epilepsy	7
46th	Instable nerves, neurasthenia, neuroses, hysteria, etc.	1
45th	Mental deficiency	22
45th	Mentally diseased	24
24th	Heart diseases, organic	27
35th	Joint diseases	11
29th	Defective, physical development	33
15th	Mechanical physical defects	194
47th	Malnutrition—under-nourished, disordered digestion, assimilation, etc.	1

North Carolina steps forward with pride to acclaim her position among the leaders in the value of agricultural and industrial products, in road improvement, in school organization, and in general progressiveness. Shall she lag behind with the blush of shame mantling her brow when the question of public health and welfare is brought up? Are not human beings after all

a nation's greatest product, and is not their condition of living the criterion by which a people's progress is determined? Shall we then continue to occupy the bottom of the list in the matter of the preservation and prolongation of human life? Are hogs, wheat, and oysters of more value than human lives?

Maternity-Aid Hospitals

"The important bearing upon infant life of the care a mother receives during pregnancy and child birth is evidenced by the fact that premature birth, injuries at birth, congenital weakness, and malformation were responsible for the death of over 55,000, or more than one-third of the deaths of all babies under one year in the registration area of the United States. A large proportion of these babies could have been saved and many still-births and miscarriages not included in this toll could have been prevented had the mothers been properly safeguarded and adequately cared for in pregnancy and confinement. How many deaths the farm areas and small villages contribute to these statistics no one knows; but the isolation, the limited transportation and communication facilities, the small proportion of physicians and nurses to the population, and the lack of community and public health activities over great areas of the country, emphasize our belief that this is not a small percentage."

In all towns, cities, and counties of North Carolina where there are sufficient doctors to attend all births, boards of health should make the practice of mid-wifery unlawful. Dr. A. C. Bulla, health officer for Wake County and a leading member of the North Carolina Public Health Association, says:

"The profit and loss account of public health in this state can never balance until that class of white and colored women, numbering 6,000, who practice mid-wifery because they are too old or decrepit to be useful in other occupations, are prohibited from this practice.

"Of these 6,000 women, 2,500 are registered with the State Board of Health and the records show that most of them are illiterate and ignorant. Notwithstanding this fact, they attend one-third of all white and colored births in this state.

"More than 30,500 mothers look to these women for service when they need the attention of the most skilled physicians. One of the best public health thinkers in this country has said, 'These mothers go through the valley of the shadow of death with only the flickering candle of the mid-wife to guide them through their travail.'

"With the medical profession of the state numbering 2,300, if each physician were to attend one and one-third more births each month it would bring to an end a loss which the state has suffered from its earliest history. And no longer would the medical profession have trailing along with it 6,000 so-classed professional mid-wives."

Six thousand so-called mid-wives are practicing in North Carolina; six thousand for the most part ignorant, illiterate women attempting the service which only a skilled physician is able to give. And where will you find these

women practicing? Practically all have as the scene of their operations rural districts, isolated country villages and districts where doctors and nurses are either very scarce or it is impossible to procure them.

"The Bureau of Maternity and Infancy has the supervision of the registration of mid-wives that is now required by law, and distributes literature to the mid-wives of the state. It assists county health departments and county nurses in securing mid-wives' conferences to elevate the standard of proficiency of the mid-wives."

The effect of a county hospital in improving these conditions would be, we believe, truly remarkable. In the hospital equipment would be adequate facilities for caring for all the births of the county with a group of expert physicians whose specialty would be obstetrics at the head of the department. Here lies in all probability the greatest field of work for the county hospital. No longer would the state have to admit that 6,000 mid-wives with their primitive methods were serving 30 to 35 percent of all the pregnant women in North Carolina. The hospital would serve as a center of community health from which literature and health education propaganda could be distributed.

Dr. W. S. Rankin, Secretary of the North Carolina State Board of Health, at a session of the National Conference of Social Work held in Washington May 17, 1923, says: "Pregnancy receives only 20 percent or 25 percent of the medical attention which the condition calls for. From 30 to 35 percent of births are not attended by physicians and the lying-in state in all probability receives less than one-third the medical care which it should have."

The plan of county-group hospitals as proposed would make adequate provision for the care of the mother during the lying-in state, insuring the best welfare of mother and child both at birth and afterward. The hospital would serve as the health center of the county in which it was located. It would be, as it were, the base from which radiating lines of communication would be established, bringing into close touch with the hospital the most remote or isolated rural district.

Eye, Ear, Nose, and Teeth

The Bureau of Medical Inspection of Schools, a department of the public health organization, sends every three or four years into a large number of counties school nurses, who inspect the school children for certain defects. Careful examinations are made for defects of the eyes, ears, and throat, and a comparison of the weight and height of the child with the normal child is made. All expenses incurred are paid by the state.

After these examinations are made and a report made, tonsil and adenoid clinics are conducted in the counties. Those children from families financially able to pay are charged $12.50, a small charge to cover the actual expenses. Those children whose families are unable to pay this fee are admitted for treatment free.

To children between the ages of 6 and 12 years, inclusive, free dental examinations and treatment are given.

According to Dr. G. M. Cooper, assistant secretary of the health department, in an address before the Medical Society of the University of North Carolina, many families unable to pay for medical treatment for their children will not send them to these clinics for treatment which is absolutely essential. These children have been examined previously by the nurse sent out by the department and a report made of the children in need of treatment. When the clinic is conducted many of these children fail to report for treatment. Their parents are too proud to receive what they think of as charity, and so we have an increasing roster of defective chidren growing up in our state.

Dr. W. S. Rankin says: "Infancy, while a normal state of being, is an enfeebled state, always in danger of disease from undeveloped adjustment to the ordinary conditions of life and high susceptibility to infections, and a condition of being that requires scientific medical supervision and guidance, not only for the sick but also for the well. The needs of infancy for medical services are not one-fifth supplied under present conditions.

"The age of childhood, with from 10 to 20 percent of its population malnourished, 20 percent with defects of vision, 5 percent with diseased tonsils and adenoids, 75 percent in need of dental treatment, and the entire group made more susceptible and less resistant to the common infections on account of these conditions that impair vitality, needs not less than five times the medical service which this age group is now receiving.

"The period of adolescence, with the temptations of sex abnormalities and venereal diseases, presents an enormous problem physically and psychically, with medical services inadequate and certainly not more than one-fifth supplied."

What more efficient and desirable means of remedying these conditions now existing can be imagined than a county hospital? The common property of the people of that county, it would become the common interest of those people.

Dr. Rankin continues: "Adult life according to extensive, highly scientific, unreproachable authority, is not receiving one-fifth the attention which its needs demand."

Let us for a moment regard the subject from a purely material and economic standpoint. Children are our most important product, yet they receive according to a prominent health authority less than one-fifth, or 20 percent, of the attention which they need to reach a healthy, prosperous maturity. In short four-fifths, or 80 percent, of our children are neglected. Shall we allow the weeds of disease and defectiveness to choke off the plants which full-blown are the life blood of the nation?

Livestock and Children

We pride ourselves on the great number and fine condition of the hogs which we raise and ship out of the state, yet we allow our children to grow up and develop as best they can. We pride ourselves on the number of bushels of corn and wheat we raise, on the number of pounds of tobacco we produce. Are human lives less necessary than wheat, are they less important than pork, are they less useful than a cigarette?

We are careful to see that our cows are tuberculin tested, but what do we do about the 25,000 open pronounced cases of tuberculosis to which North Carolina must plead guilty, with a state tuberculosis sanatorium whose capacity is 192 patients? We shrug our shoulders and forget them. You say, "Save the child", yet you allow the childhood of the state to struggle along with less than one-fifth the medical attention its needs and conditions demand. You provide the most careful attention for your cattle and crops, yet allow your children to grow up in wretched health.

A Modest Proposal

The plan as proposed for the establishment of county hospitals provides for an act by which a county or group of counties can, by presenting a petition signed by a certain number of its citizens, call for a special election by which it shall be determined whether a hospital shall be established. The expense of construction and maintenance of the hospital would be borne by the county, or by the county and state, the funds to be raised by taxation.

A board of directors appointed by the county commissioners would constitute the governing body of the hospital, with the power to manage the hospital and expend the funds provided.

The hospital would be adequately equipped for the treatment of tuberculosis with experts in the treatment of this disease in charge. Specialists would be in charge of the lying-in department, which would be sufficiently large to attend to all births in the county, thus eliminating the problem of midwifery. Children suffering from ailments of the eye, ear, nose, and throat would receive treatment here as would those in need of dental treatment. In addition to all special departments the hospital would be prepared to do general hospital work, providing an emergency center where acute cases could be brought for treatment with little loss of time.

While a great part of the work done by the hospital would, by virtue of the very purpose of its foundation, be charity work, those able to pay would be charged a nominal sum for the treatment they received, to cover the actual expenses involved.

The Scarcity of Physicians

That there is a very great scarcity of doctors in the rural districts of our state and other states is an admitted fact and one which needs no proof. In North Carolina today are 2,257 physicians, serving a population of two and a half milion people, scattered over 48,740 square miles of territory. Thus, by the simple process of division we are forced to the conclusion that there is an average of one doctor for every 23 square miles of area, and an average of one doctor for every 1,107 people.

Figuring on the basis of the average amount of territory per doctor in the United States we find North Carolina ranking 26th.

There is evident a constant exodus of doctors from rural districts and an apparent unwillingness of young doctors to go to these districts. They find that practice there is not a paying venture especially in these years of hardship for the farmer. Many country doctors have on their books uncollectable accounts varying from five to fifteen thousand dollars.

Young doctors are very hesitant about going into rural districts to practice. They have heard of the hard life a doctor leads there, of the poor pay, and the lack of laboratory facilities. In rural practice a man is thrown absolutely on his own responsibility; he must often give treatment and perform operations, major operations which he may feel himself unable to perform. All these factors keep down the number of doctors in rural communities. Rural work is most discouraging in rural districts since the majority of the people in such communities regard health and sickness as purely accidental. With these people health is considered as a matter of course and those children apparently healthy are disregarded while great solicitude is shown for the ailing or weakly child, which is the recipient of all the family remedies and patent medicines procurable. Only in extreme cases is an attempt made to get a physician, and then probably too late.

Hospitals Retain Talent

It is very evident that something must be done to offer sufficient inducement to doctors to settle in rural communities. The effects of a county hospital system in bringing this about would be incalculable. The presence in a community of a hospital adequately equipped and with a staff of expert physicians would be a tremendous power in drawing doctors to rural districts.

The county hospital system would undoubtedly tend to bring about that spirit of harmony and coöperation so necessary between the physicians and laity for the best interests of all. The county hospital would serve as the link necessary to bring the two together.

Let us consider briefly what the county hospital would accomplish. It would supply adequate facilities for the treatment of tuberculosis. It would solve the maternity and infant mortality problem and would do away with the mid-wife and her primitive and antiquated methods. It would provide for the treatment of infectious diseases. It would provide for the treatment of chidren as regards tonsils, adenoids, eyes, teeth and general physical condition. It would serve as a county health center by means of which the inhabitants of rural districts could be educated in modern methods of disease prevention and hygiene. It would serve as an inducement to bring more and better doctors into the rural districts and would bring about a desirable coöperation between the physician and the laity. In the words of Dr. Rankin it would solve the health problem as stated by him: "Public health and the profession of medicine have a single objective, to wit: to supply medical science where it is needed."

A Proposed Enabling Act

Authority of County or Groups of Counties to Establish Hospitals at a Special Election.

Section I. That any county or any group of counties in this state may establish a public hospital in the following manner: Whenever the board of county commissioners of any county, or the boards of county commissioners of any group of counties, shall be presented with a petition signed by two hundred and fifty (250) resident freeholders of such county or counties, one

hundred and seventy-five (175) of whom shall not be residents of the city or town in which it is proposed to locate such public hospital, and also with a bond in sufficient sum, payable to said county or said group of counties, conditioned that if the election hereinafter provided for shall fail to receive a majority of the votes cast, one-half of the expenses of such election shall be paid by the petitioners; asking that an annual tax rate shall be levied for the establishment and maintenance of a public hospital at a place in the county or counties named therein, and shall specify in their petition the maximum amount of money proposed to be expended in the purchasing or building of such hospital; and such board or boards of county commissioners shall give notice by publication for three weeks consecutively in a weekly or daily newspaper of general circulation, printed and established in said county or said group of counties, that on a certain day to be named by the board or boards at a date not earlier than thirty (30) days nor later than sixty (60) days from the date of the first publication, the polls will be opened at the several voting places in the county or counties for the purpose of taking the vote of the legal voters thereof upon the question whether the proposed hospital named in the petition shall be established. On the day named in said notice, such polls shall be opened and the votes of the legal voters shall be taken upon the matters named therein, and such election shall be governed in all respects by the general laws of this state concerning elections. The boards of election commissioners for the election herein specified shall prepare and cause to be printed the ballots therefor and distribute the same in the manner required by law. The ballots shall set forth the city, town, or place where it is proposed to locate such public hospitals; the amount of money proposed to be expended in the purchasing or building of said hopital; the amount proposed to be levied by taxation annually for the maintenance of such hospital, and following such description there shall be printed two (2) squares and the words, as follows:

Yes	*For the hospital.*
No	*Against the hospital.*

Each voter desiring to vote for the establishment of such hospital shall mark a cross with a blue pencil in the square containing "Yes" and each voter desiring to vote against such a proposed hospital shall mark a cross in the square containing "No". The votes cast at such election shall be canvassed by the election board of the county and the total result certified and announced to the Board or Boards of County Commissioners at their next regular meeting. If a majority of the votes cast at any such election be found to be in favor of the establishment of such hospital, such board or boards of commissioners shall enter an order establishing such a hospital and authorizing the purchasing or building of such hospital, fixing the amount to be paid therefor, and also fixing the amount of tax to be levied upon the assessed property of said county or counties for maintenance thereof, which tax shall not exceed two (2) mills on the dollar for a period of time not exceeding twenty (20) years; and may provide for the issuing of county bonds

to provide funds for the purchase of a site or sites and the erection thereon of a public hospital and hospital buildings and for the support of the same. Whenever a board of commissioners or boards of commissioners have entered an order fixing the amount of tax to be levied upon the assessed property of said county or counties for maintenance of such hospital and it shall afterward be shown to the satisfaction of such board or boards of commissioners by the trustees provided for by section 2 of this act that the funds derived from such tax will not be sufficient to maintain such hospital, then upon such showing the board or boards of commissioners may increase the tax to be levied for such maintenance to the extent necessary; provided, however, that the combined tax for purchase and maintenance of such hospital shall not exceed two (2) mills on the dollar: *Provided,* that in any county or group of counties wherein an election has heretofore been held for the erection of the hospital, and a majority of the votes cast on the matter of the erection of said hospital have been in favor thereof, the board or boards of commissioners may enter an order fixing the amount of tax to be levied upon the assessed property of said county or counties for maintenance, such amount not to exceed ten percent annually of the amount set out in the petition and ballot for the erection of said hospital.

Trustees Appointed by Commissioners

Section II. Whenever any such hospital shall have been established as provided for in Section I of this act, it shall be the duty of the board or boards of county commissioners to at once appoint four (4) trustees, two (2) of whom may be women, who shall constitute a board of trustees for such hospital. They shall be chosen at large from the citizens of the county or counties with reference to their fitness for such office, but not more than two (2) of said trustees shall be residents of the city or town in which such hospital is to be located, and not more than two (2) shall be of the same political party or belief. One (1) of the said trustees shall hold office for a period of one (1) year, one (1) for two (2) years, one (1) for three (3) years, and one (1) for four (4) years, and they shall determine by lot their respective terms. At each subsequent one (1) year period thereafter the office of the trustee whose term of office is about to expire shall be filled by appointment by the board or boards of county commissioners. Practicing physicians shall not serve as trustees. Nothing in this section shall affect boards of trustees of county hospitals in existence at the time of taking effect of this act, except that at either the first expiration of a term of office of a trustee of such a board or at the first vacancy in such a board occasioned by removal, resignation, or otherwise, such office or such vacancy shall not be filled. Thereafter, when by such expiration of term, or by such vacancy, such already existing boards shall have been reduced to four (4) members, the office of a trustee whose term shall expire shall be filled as provided for in this section and any vacancy shall be filled as provided for in Section IV of this act.

Organization—Treasurer—Salaries of Trustees—Duties

Section III. The said trustees shall within ten (10) days after their appointment qualify by taking the oath of civil officers and organize as a board of hospital trustees by the election of one (1) of their members as chairman, one (1) as secretary, and by election of such other officers as they may deem necessary. The board or boards of commissioners may require each member of such board of trustees to execute a bond with adequate penalty, conditioned for the faithful performance of his duties. The county treasurer of the county in which such a hospital is located shall be treasurer of the board of trustees. The treasurer shall receive and pay out all moneys under the control of said board as ordered by it, but shall receive no compensation from such board. Such trustees shall be reimbursed for any cash expenditures actually made for personal expenses incurred as such trustees, and an itemized statement of all such expeditures and money paid out shall be made under oath by each of such trustees and filed with the secretary and allowed only by the affirmative vote of all the trustees present at a meeting of the board. The members of the board shall receive for their services the following sums which shall be paid as other claims against such hospital are paid. The chairman of such board shall receive the sum of seventy-five dollars ($75.00) per annum; the secretary of such board shall receive the sum of fifty ($50.00) per annum; and each of the other members of such board shall receive the sum of twenty-five ($25.00) per annum. The board of hospital trustees shall make and adopt such by-laws, rules, and regulations for their own guidance and for the government of the hospital as may be deemed expedient for the economic and equitable conduct thereof, not inconsistent with this act and the ordinance of the city or town wherein such hospital is located. They shall have the exclusive control of the expenditure of all moneys collected to the credit of the hospital fund, and for the purchase of site or sites, the purchase or construction of any hospital building or buildings, and the supervision, care and custody of the grounds, rooms or buildings purchased, constructed, leased or set apart for that purpose: *Provided,* that all moneys received for such hospital shall be deposited in the treasury of the county to the credit of the hospital fund, and paid out only upon warrant drawn by the Board of Commissioners of said county upon the properly authenticated vouchers of the hospital board. Said board of trustees shall have the power to appoint a suitable superintendent who shall appoint and discharge all necessary employees, and said board of trustees shall fix the compensation of all hospital employees, and shall in general carry out the spirit and intent of this act in establishing and maintaining a county public hospital with equal rights to all, especial privileges to none. Such board of hospital trustees shall hold a meeting at least once each month, shall keep a complete record of all its proceedings, and three (3) members of such board shall constitute a quorum for the transaction of business. The chairman of said board of trustees shall visit and examine said hospital at least twice each month, and the board shall during the first week in August of each year file with the board or boards of commissioners of said county or counties a written report of their proceedings with reference

to such hospital and a statement of all receipts and expenditures during the year, together with a complete inventory of all property other than real estate on hand on August first, and shall at such time specify the amount necessary to maintain and improve said hospital for the ensuing year. No trustee shall have a personal pecuniary interest either directly or indirectly in the purchase of any supplies for said hospital, unless the same are purchased by public competitive bidding.

Vacancies

Section IV. Vacancies in the board of trustees occasioned by removal, resignations, or otherwise shall be reported to the board or boards of county commissioners and be filled in like manner as original appointments, appointees to hold office until the end of the unexpired terms for which their predecessors were appointed.

Bonds May Be Issued

Section V. Whenever any county or any group of counties in this state shall have provided for the appointment and election of trustees for the hospital, and has voted a tax for a term not exceeding twenty (20) years for hospital purposes, as authorized by law, the said county or group of counties may issue bonds in the anticipation of the collection of such tax in such amounts as the board of hospital trustees shall certify to the board or boards of county commissioners of said county or counties to be necessary for the purposes contemplated by such tax, but such bonds in the aggregate shall not exceed the amount which might be realized by said tax based on the amount which may be yielded on the property valuation of the year, and such bonds shall mature in twenty (20) years from date and shall be in sums of not less than one hundred dollars ($100.00) not more than one thousand dollars ($1,000.00), drawing interest at a rate not exceeding five percent (5%) per annum, payable annually or semi-annually; said bonds shall be payable at pleasure of county after five (5) years, and each of said bonds shall provide that it is subject to this condition and shall not be sold for less than par, and shall be substantially in the form provided for county bonds, but subject to changes that will conform it to the provisions of this act, and be numbered consecutively and redeemable in order of its issuance: *Provided,* That the total amount of bonds to be issued shall not exceed one hundred and fifty thousand dollars ($150,000.00).

Right to Condemn Property

Section VI. If the board of hospital trustees and the owners of any real estate desired of them for hospital purposes cannot agree as to the price to be paid therefor, they shall report the facts to the board or boards of county commissioners, who shall have the right to condemn, and condemnation proceedings shall be instituted by the board or boards of county commissioners and prosecuted in the name of the county wherein such hospital is to be located by the county attorney or county attorneys of such county or counties.

Approval of Building Plans

Section VII. No hospital buildings built in whole or in part from money derived from taxation shall be erected or constructed until the plans and specifications have been made therefor, approved by the State Board of Health and adopted by the board of hospital trustees, and bids advertised for according to law as for other county public buildings.

Jurisdiction of City or Town

Section VIII. The jurisdiction of the city or town in or near which such public hospital is located, shall extend over all lands used for hospital purposes outside the corporate limits if so located, and all ordinances of such city or town shall be in full force and effect in and over the territory occupied by such hospital.

Appropriations by County

Section IX. In counties exercising the rights conferred by this act the county council may appropriate each year in addition to tax for hospital fund hereinbefore provided for not exceeding ten percent (10%) of its general fund for the improvement and maintenance of any public hospital so established.

Privileges of Hospital—Charges

Section X. Every hospital established under this act shall be for the benefit of the inhabitants of such county or counties and of any person falling sick or being injured or maimed within its limits; but every such inhabitant or person who is not an indigent shall pay to such board of hospital trustees or such officer as it shall designate for such county public hospital, a reasonable compensation for occupancy, nursing, care, medicine, or attendants, according to the rules and regulations prescribed by said board, such hospital always being subject to such reasonable rules and regulations as said board may adopt in order to render the use of said hospital of the greatest benefit to the greatest number, and said board may exclude from the use of said hospital any and all inhabitants and persons who shall wilfully violate such rules and regulations. And said board may extend the use of and privilege of such hospital to persons residing outside of such county or counties, upon such conditions and terms as said board may from time to time by its rules and regulations prescribe.

Donations Authorized

Section XI. Any person, or persons, firm, organization, corporation or society desiring to make donations of money, personal property or real estate for the benefit of such hospital, shall have the right to vest title of the money or real estate so donated in said county, to be controlled, when accepted, by the board of hospital trustees according to the terms of the deed, gift, devise, or bequest.

Physicians and Nurses Subject to Rule

Section XII. When such hospital is established, the physicians, nurses, attendants, the persons sick therein and all persons approaching or coming

within the limits of the same, and all furniture and other articles used or brought there shall be subject to such rules and regulations as said board may prescribe.

Discrimination Forbidden

Section XIII. In the management of such public hospital no discrimination shall be made against practitioners of any school of medicine recognized by the laws of the state, and all such legal practitioners shall have equal privileges in treating patients in said hospital. The patient shall have the absolute right to employ at his or her expense his or her own physician and when acting for any patient in such hospital the physician employed by such patient shall have exclusive charge of the care and treatment of such patient, and nurses therein shall as to such patient be subject to the directions of such physician; subject always to such general rules and regulations as shall be established by the board of trustees under the provisions of this act.

Tuberculosis Department

Section XIV. The board of trustees of said hospital are hereby authorized to provide, as a department of said public hospital, but not necessarily attached thereto, suitable accommodations and means for the care and treatment of persons suffering from tuberculosis, and to formulate such rules and regulations for the government of said persons, and for the protection from infection of other patients and of nurses and attendants in such public hospital as they may deem necessary, and it shall be the duty of all persons in charge of or employed at such hospital or residents thereof to faithfully obey and comply with any and all such rules and regulations. The hospital superintendent shall, if practicable, employ as head nurse, to be placed in charge of said public tuberculosis sanitarium, one who has had experience in the management and care of tubercular persons.

Charity Patients—Duty of County Commissioners

Section XV. The board of hospital trustees shall have power to determine whether or not patients presented at such public hospital for treatment or surgical operation are subjects for charity, and when such fact is duly determined by said board, it is hereby made the duty of the superintendent or matron of said hospital to notify the Board of Commissioners of the county wherein said charity person resided or wherein he or she was found at the time of sickness or accident that such person has been admitted to said hospital as a charity patient from said county, which said notice may be either written or printed. It is hereby made the duty of the board or boards of county commissioners, as overseers of the poor in their respective county or counties, to pay to the treasurer of the hospital board the cost of the hospital care of such patient or patients as may have been admitted to such public hospital from their respective counties: *Provided, however,* That the charge for hospital care for such patient or patients shall not exceed the actual cost of same, said cost to be estimated by the matron or superintendent, or someone

selected by them, which amount so due from said county shall be paid by the said board of county commissioners when the same shall be certified to by the matron or superintendent of such hospital.

Indigent Tubercular Persons

Section XVI. The board of county commissioners of any county where no suitable provision has been made for the care of its indigent tubercular residents, may contract with the board of hospital trustees of any public hospital for the care of such persons in the sanitarium department of said hospital, upon such reasonable terms as may be agreed upon.

SOURCES OF INFORMATION

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COUNTY BOARDS OF PUBLIC WELFARE

Katherine Wilson, Moore County

County boards of welfare are comparatively recent institutions in other states, as well as in our own. In North Carolina, the boards were created by legislation in 1919; in Missouri, in 1921; in Virginia, in 1922; and in Nebraska, in 1921. This recentness is an indication of the fact that it took a while to educate the people up to a welfare program on this scale. There was, of course, some welfare legislation before the present well-organized system was introduced. For instance, we find the following in the constitution:

"Beneficent provision for the poor, the unfortunate, and orphan, being one of the first duties of a civilized and Christian State, the General Assembly shall, at its first session, appoint and define the duties of a Board of Public Charities, to whom shall be entrusted the supervision of all charitable and penal State institutions, and who shall annually report to the Governor upon their condition, with suggestions for their improvement."

The recent legislation has enlarged the scope of the work and broadened the organization. The following excerpt from the statutes will give an idea of the system and scope of the work:

County Boards of Charities and Public Welfare

"C. S. 5014. *County board of charities, etc.; appointment; duty.* The State board shall appoint in each county three persons, to be known as the county board of charities and public welfare, whose duties shall be to advise with and assist the State board in the work in the county, to make such visitations and reports as the State board may request, and to act in a general advisory capacity to the county and municipal authorities in dealing with questions of dependency and delinquency, distributions of the poor funds, and social conditions generally. The members of the county board of charities and public welfare shall serve without pay. The State board shall have power and right at any time to remove any member of the county board.

"C. S. 5015. *Term of office and meetings of board.* The county board of charities and public welfare shall be appointed one for one year, one for two years, and one for three years, and subsequent appointments shall be for a term of three years. The persons so appointed shall meet immediately after their appointment and organize by electing a chairman, and the county superintendent of public welfare shall act as secretary. The county board shall meet at least once a month with the county superintendent of public welfare, and advise with him in regard to problems pertaining to his office."

In anticipation of the problem to be stated later on, it might be well to call attention to the contrast between these rather vague and comparatively few duties of the board and the large number of duties of the superintendent of public welfare.

The county superintendent is elected every two years by a joint session of the county board of education and the board of county commissioners. Before he begins his work he must have a certificate of approval of his fitness from the State Board. The salary of the superintendent is fixed by the council that elects him. Each board furnishes half the salary and half the expense account. In counties having a population of less than 32,000 and in counties where the county superintendent of public instruction was performing the duties of county superintendent of public welfare in January, 1921, the county superintendent of public instruction becomes ex officio the county superintendent of public welfare. Unfortunately, his salary is not increased with his duties, and at the same time the statutes say that "all such duties shall be as binding upon the county superintendent of public welfare as they would be in case he were not county superintendent of schools". We shall comment on this weakness of the organization later on.

The County Superintendent of Public Welfare

According to the statutes, the county superintendent has 10 general functions, which, as we shall see, embrace almost the entire field of welfare work. These duties are as follows: (quoted from statutes.)

"1. To have, under control of the county commissioners, the care and supervision of the poor, and to administrate the poor funds.

"2. To act as agent of the State board in relation to any work to be done by the State board within the county.

"3. Under the direction of the State board, to look after and keep up with the condition of persons discharged from hospitals for the insane and from the State institutions.

"4. To have oversight of prisoners in the county on parole from penitentiaries, reformatories, and all parole prisoners in the county.

"5. To have oversight of dependent and delinquent children, and especially those on parole or probation.

"6. To have oversight of all prisoners in the county on probation.

"7. To promote wholesome recreation in the county and to enforce such laws as regulate commercial amusement.

"8. Under the direction of the State board, to have oversight over dependent children placed in the county by the State board.

"9. To assist the State board in finding employment for the unemployed.

"10. To investigate into the causes of distress, under the direction of the State board, and to make such other investigations in the interest of social welfare as the State board may direct."

An Analysis of His Duties

An analysis of the duties of the county superintendent, made by the first bulletin of the State board, shows the broad scope of county welfare work and the tendency, noted before, to get at the root of social ills instead of merely correcting them. The analysis is as follows:

"1. Poverty and charity.

(1) Administer and supervise the poor fund of the county.

(2) Investigate cases of charity—as to the causes for distress and the necessity for relief.

(3) Supervise organized and institutional charity and unify promiscuous aid and relief in order that more efficient work may be done.

(4) In various other ways look after the welfare of the poor people of the county.

(5) The superintendent will be a person to whom the public may report new cases of need and distress.

"2. Crime and the penal and reformatory institutions.

(1) Study the problem of crime as to causes and extent, thus revealing the situation to the people.

(2) Coöperate with the State board and other agencies in promoting preventive measures to reduce crime.

(3) Coöperate with the state board in the investigation of the county jail and other prison camps.

(4) Have oversight of all prisoners in the county on probation.

(5) Have oversight of prisoners in the county on parole from penitentiaries and reformatories.

(6) To give the first offenders special attention and save them from becoming habitual criminals.

"3. The problem of child welfare.

(1) Seek the causes and extent of infant mortality within the county.

(2) Coöperate with the families in preventing infant mortality and promote community child-saving movements.

(3) Handle the serious and difficult problem of the delinquent boy and girl.

(4) Help place dependent children in homes and institutions and be the guardian of their future welfare.

(5) Promote wholesome recreation and recreational facilities over the county for the welfare of our boys and girls.

(6) Regulate commercial amusements and assure the public wholesome influences.

"4. The mental and physical defectives.

(1) Seek the causes and extent of mental and physical defectiveness, like insanity, idiocy, imbecility, blindness, deafness, feeblemindedness, and other defects.

(2) Promote the early and proper care and treatment of such abnormal individuals as may be found in the county.

(3) Coöperate with the State board in the problem of the mental and physical abnormals.

(4) Work out preventive measures for the protection of society.

"5. Bad housing conditions.

(1) Discover any condition of housing that tends to impair the physical or moral health of the tenant; that is unsafe and unsanitary for home-making; or is damaging to the community.

(2) Coöperate with families in seeking relief from bad housing situation.

(3) Create public sentiment and advise legislation that will assure the poor people better homes.

(4) Stimulate pride in home-making among the poor people.

"6. The problem of non-employment.

(1) Seek the causes and extent of non-employment in the county.

(2) Coöperate with the non-employed, employment agencies and various employers in relieving the distress and securing work.

(3) Look after the welfare of the unemployable, that is, those who for a personal or impersonal reason are unable to work.

"7. Miscellaneous duties.

(1) Deal with the problem of the social evil, which tends to destroy the human race.

(2) Act as a county truant officer, if officially authorized.

(3) Coöperate with any official or organization in the county in the promotion of social betterment.

(4) The County Superintendent of Public Welfare would have numerous minor duties not listed above."

A Trained Man's Job

The analysis might be carried further still. We see, then, that a man who is a competent superintendent must be an expert sociologist, who would know all about the various problems which are handled by the welfare department. Besides, he will be, as can be readily seen, an extremely busy individual. Now, if a man is already county superintendent of schools, he is probably well-informed in matters of educational administration; but he need not be expected to be an authority on sociological questions. Furthermore, a man who is county superintendent of public instruction has already sufficient, if not too much, work for one man. To superimpose another office on him will be likely to result disastrously either to the man himself or to the office, most likely the latter. One very able county superintendent of schools who is also county superintendent of public welfare wrote me as follows:

"There is enough for a full time welfare officer in this county and plenty of necessary work to keep one busy. I have done the best I could so to combine the work as to give some attention to the most important cases and have done quite a good deal of welfare work. I have not been able to do all I want to do, or all that should have been done. One difficulty arising from the combination of the two offices is that in the discharge of the duties of one office, it sometimes produces a result that makes it difficult to discharge the duties of the other. . . . The work of the two offices is more than one person can possibly do justice to."

Out of the 100 counties, 44 have a situation like this. Herein lies one weakness of the county welfare system, which constitutes a rather difficult problem.

Before considering any other problems in connection with county welfare work, it might be well to note some of the results of the present system. According to Samuel E. Leonard, head of the Bureau of County Organization, "fully three-fourths of the counties organized are doing splendid work." He states that a good deal of emphasis is placed on juvenile court work, which includes work with delinquent, dependent, and neglected children. In the mountain counties, relief work is emphasized; in industrial centers, child welfare. During the school months, school attendance work requires at least half of the superintendents' time.

Increase in school attendance has been one very good result of county welfare organization. In some counties the increase was as great as 35 percent. It is stated that on January 1, 1921, a total of 99,762 children of compulsory age had been brought into the schools through the enforcement of the law by the county superintendents.

Another important piece of child welfare work has been in connection with the juvenile courts, which are now state-wide. The subject of the juvenile court would be a good one for a separate paper; hence, we can dismiss this subject with just a few words. In the first place, it is a real child-welfare agency, rather than a criminal court. Before any decision is made about some youthful offender or potential offender, an endeavor is made to find out everything about the child, especially about his home and surroundings. The children are disposed of in various ways. Some are sent to institutions of a reformatory nature, such as the Jackson Training School or Samarcand Manor; others are placed in orphanages or homes; others are put on probation. The general purpose is to prevent the children from becoming criminals by removing the causes of crime. During the first sixteen months that the county welfare units were in operation, almost 6,000 dependent, neglected, and delinquent children were taken care of by the juvenile courts. Work of this character will do much toward decreasing the future prison population in the state.

Another good result has been the unifying of relief work and the introduction of business-like economy into the expenditures for paupers. Every person whose name was on the pauper list was investigated, and in many cases it was found that some had died, others had moved away and were having money forwarded, others were not actually in need of county assistance, and

others were capable of becoming self-supporting. The next step was, naturally, to rehabilitate the latter class. This revision of the pauper list obviously means a great saving of county resources.

Durham and Mecklenburg

To show how well the work has been done in counties having a full time superintendent, we cite reports of two of the leading counties, Durham and Mecklenburg.

Durham county, with a population of 42,219, reports as follows:

1. Office administration and coöperation with the State board.
   (a) Employs a full-time superintendent of public welfare and a full-time assistant, whose duties center largely in the work of child welfare.
   (b) Maintains an office with records and reports, as required by the State department and as needed for the work.
   (c) Coöperated with the North Carolina Children's Home Society in the placing of about 20 children and in looking up similar cases referred by the State board of public welfare.

2. Child welfare.
   (a) Placed 37 children in homes, either in Durham county or in other counties, and maintained follow-up work; coöperated with the churches in regard to more than 30 orphans.
   (b) Provided, through local agencies, the funds for building a cottage with a capacity of 30 boys at the Jackson Training School for Delinquent White Boys.
   (c) Working on plans for a detention home for children having social deficiencies and for children awaiting permanent placement.
   (d) Granted aid to mothers in more than 20 cases.
   (e) Coöperated with the county board of health and the American Red Cross in making 1,144 visits, in the examination of 395 children, and in the clinical dental examination of 1,484 children.

3. Charities and corrections.
   (a) Inspected the County Home; assisted in its work and weekly religious services.
   (b) Inspected the county jail and investigated a number of cases of families of those in prison and on county work.
   (c) Placed a number of girls in the North Carolina Training School for Delinquent White Girls.

4. Probation and juvenile-court work.

   Assisted in the cases of 65 juvenile offenders.

5. School-attendance work.

Made 538 visits to homes of children who were out of school, to improve child and family life.

Mecklenburg county, with a population of 80,695, reports the following activities:

1. Office administration and coöperation work with the State board.
   (a) Employs a full-time superintendent of public welfare with adequate assistance in the office.
   (b) Maintains an office with complete record and filing system for making reports.
   (c) Has been instrumental in organizing a local welfare committee in every district.
   (d) Coöperated with the State board in child-placing and in the publication of reports.
   (e) Made 168 inspections for child labor in coöperation with the State child-welfare commission.

2. Child welfare.
   (a) Provided for a cottage at the Jackson Training School.
   (b) Held conference on delinquency.
   (c) Assisted in the placing of a number of children.
   (d) Is planning a detention home for children.

3. Charities and corrections.
   (a) Inspected the county prison.
   (b) Inspected the chain gang.
   (c) Inspected the county home and gave rating (73%).
   (d) Held conference in reference to morally deficient women.
   (e) Provided for a number of insane who could not be admitted to the State institutions.
   (f) Supervised paroled adults, of whom there were 6 at the end of the year.

4. Probation and juvenile-court work.

Assisted in juvenile-court work, the total number of cases being 832—377 official, and 455 handled by the probation officers. There were 144 children on probation at the end of the year. The county superintendent acted as chief probation officer, assisted by an officer for girls, one for men, and one for colored children.

5. School-attendance work.

Handled during the first year 657 cases of non-attendance, of which 5 were excused and 9 prosecuted, showing a successful management of the great majority of cases; during the second year 1,659 cases were handled, most of them successfully. The increased work was due to better facilities.

6. Community organization.
   (a) Organized the county council.
   (b) Organized a county welfare day.
   (c) Assisted in working out a county field day and district track meets.
   (d) Organized a county baseball league.
   (e) Organized a county play and recreation association.
   (f) Inspected moving pictures.
   (g) Aided in organizing recreation plans in a number of mills.
   (h) Coöperated with the Rotary Club in providing lunches for poor children; with churches in the care of orphans; with the Salvation Army, the American Red Cross, the department of health, school officials, mill villages, and community fairs.

Some Recommendations

The county welfare units, then, can accomplish quite a bit in large, well-organized counties. It is obvious, however, that in the weaker counties where the superintendent has not so much assistance, and in counties where the offices of superintendent of schools and superintendent of welfare are combined there is more work than one person can handle. The comment of one county superintendent has been mentioned. A member of a county board in such a county said that the board was greatly handicapped because it was without a full-time superintendent. Mr. Leonard, of the state department, states the problem thus:

"The duties are really so varied that it is impossible for any one person to do any of them well. That is one trouble now with the welfare work in the counties where only one person is employed to do the field work and the office work."

Since the other members of the board serve without pay, and since they are not given very much to do by the statutes, they can scarcely be expected to devote the greater portion of their time to the work. The work that they do will have to be done at such times as are permitted by their schedules of work. It is understood, however, when they are elected that they will have some time to devote to the work. We therefore assume this in our suggestions for the solution of the county welfare problem, which are as follows:

1. A full-time superintendent in every county.

2. Relieving the superintendent of such duties as do not properly concern the welfare department.

   a. School attendance work.

   b. Regulation of commercial amusements.

3. Varying the number of members of a county board according to the population of the county.

4. Assigning more work to the board.

   a. Investigation of cases.

   b. Visiting of penal and charitable institutions.

   c. Assuming other duties which now fall on the superintendent, by

(1) Increasing number of board members and appointing local assistants, and

(2) Subdividing the work.

1. The first recommendation, that of having a full-time superintendent for each county, needs no further elaboration as we have commented upon the great handicap encountered by the board when it has no superintendent, and upon the injustice of asking one man to assume two difficult and responsible offices.

2. We suggest, moreover, that the superintendent be relieved of such duties as do not pertain directly to welfare work. Some of his present duties belong to other departments and should be assigned thereto. The department of public instruction, for example, should handle the problem of school attendance, and thus relieve the welfare department of a task which does not really belong to it, and which requires about half the time of the superintendent during school months. The compulsory law should be made stricter and easier to enforce, but even if it is not, the business of enforcement lies with the teacher and the truant officer, assisted if necessary by the local or county board of education. The welfare department is needed only in special cases, such as extreme poverty, or a case of habitual truancy or incorrigibility which would require the attention of a juvenile court.

Other law enforcement, such as the regulation of commercial amusements, belongs more to the province of other officers than to the superintendent of public welfare. It is obvious, also, that regulation of dance halls, pool rooms, etc., is a local, rather than a county problem. If a town is large enough to have such places of amusement, it is in most instances large enough to be incorporated. The movie problem is a state, rather than a county, affair. If there is a competent, conscientious board of censors regulating all the movies shown in the state, the county authorities can disregard the matter.

3. We suggest varying the number of board members because this has been done successfully in one state which has a very efficient welfare organization. In this way, various localities may be represented, and different phases of the work may be assigned to different groups or committees.

4. Finally, there should be more work assigned to the Board. The statutes made their duties rather indefinite so that they might be rather flexible, the board of one county serving in one particular field, and the board of some other county in another field. It is likely, also, that the statute-makers thought that if the superintendent were a good executive, as a man in his position ought to be, he would assign such duties as he saw fit to the several members of the board, and see that those duties were done. It has been said that a good executive is a man who can make others work instead of doing everything himself.

One large duty of which the board might relieve the superintendent is the investigation of cases. If the boards were enlarged and localized, this could be done without very much trouble to anyone. Each member, for example,

could be responsible for a certain locality, preferably the one in which he lives. He would know already of cases requiring investigation and could be on the alert for more.

It might be well, also, to make the board members responsible for visiting penal and charitable institutions and reporting on them from time to time. If they took turns or if they sub-divided the work so that each person was responsible for an institution it would not be a great burden to anyone.

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January 21, 1924.

COUNTY AND COUNTY-GROUP HOMES FOR THE POOR

Lucy F. Lay, Carteret County

In making a survey and study of the County Homes in North Carolina one immediately realizes two things: first, that the present system of Public Welfare work has wrought a remarkable change in the condition of charitable affairs, and second, that the homes as a rule are still far from a credit to our state in any sense of the word, some of the conditions which exist being distinctly depressing.

According to the statutes of the State, the homes are to be "refuges for the aged and infirm". According to experts in social work, the county home should be well managed, comfortable, and a preventive of unnecessary pauperism. Certain types of human distress should not be admitted, or, if there is not any provision for them elsewhere, they should be segregated.

Their Present Condition

The county homes in North Carolina fall far below the standard set by these experts. Mrs. Kate Burr Johnson, Commissioner of Public Welfare in the State, asserted not long ago that the majority of the homes in the state are a failure measured by any decent standard of social efficiency, because of inadequate equipment, inferior management, lack of intelligent and adequate help, and general lack of supervision. To these should be added the "don't care" attitude which most of us as citizens of the state have exhibited. A county is rarely found in which there is definite and tangible interest in the county home in more than a few scattered individuals.

There are ninety-two county homes used in the State of North Carolina, which care for over fifteen hundred inmates. In considering the equipment, or rather the lack of equipment, it was noted that the buildings are of all sorts and conditions, ranging from miserable wooden shacks up to modern brick homes like the one in Guilford county. In the last four years over twenty counties have built or are still planning to build new homes. Most of these new homes have modern arrangements and are built of brick.

The total value of all property, including the farms, amounted to $2,724,-741.76 in 1922. The buildings themselves are valued at $1,356,276.66, making the average value of the building for each county $15,000. The highest value of a plant, is that of the Guilford county home, $157,200 and the lowest is that of Henderson county, $750. Thirty of the buildings are valued at $15,000 or more, but many of these are poorly planned and inconveniently arranged. In the Lincoln county home, to take one example, there is really room for thirty inmates, but there is no provision for segregation of sexes; in one brick cottage, there were three colored men and four colored women, and, while there were separate toilets, there was only one bathtub. In 1922 about twelve

homes had complete modern conveniences for all inmates, including hot and cold running water, steam heat, etc. There are now about twenty with these conveniences.

Twenty-six of the homes have private water systems. In 1921, a total of forty-seven used open wells or springs. Both are unsuited for institutional use, since they require almost constant care to prevent pollution. In 1921, twenty-seven had both hot and running water. The officials of the State Board of Public Welfare assert that since then conditions have been somewhat improved, but figures to show this are not available. Fifty-seven percent of the homes used the common drinking cup, usually with a bucket and dipper arrangement. In a survey made by one of the University students it was reported that there are at least thirty-six inmates suffering with tuberculosis and forty-five with venereal diseases. Couple this fact with the common drinking cup found in the homes and we see an appalling condition, which should no longer go unnoticed by officials and the public. In the Durham county home, on each porch of the little cottage is a bucket with a dipper, the bucket being not even covered. About fifty percent of the homes have bathtubs and showers and most of the counties reported that a required bath once a week is the rule. In one home, which had reported this rule, the welfare officer found hens' nests in both the tubs. In one county home visited the only bathtub in the cottage occupied by eight inmates was filled up with basins, the room evidently being used as a sort of closet, certainly not for a weekly bath.

The furnishings in the majority of the homes is very simple. There is a small bed, a chair and a table. In the new home in Chatham county, each room has a bureau, but as yet the county has not provided tables. There should be also a rug and curtains.

In few of the homes is there the proper segregation of the sexes. The home in Chatham, which is excellent in almost every other respect, has the races separated, but goes no further. The proper way is illustrated by the manner in which the Guilford county home has been built. It has four parts, separating the races and sexes from each other. But Guilford county is the exception. Most of the homes have been built by persons who had no definite idea of the problems presented by the county home. In accordance with the law passed through the last legislature plans have been drawn up by the State board which confers with the boards of county commissioners who are considering building. These plans which have been drawn up by experts are furnished the commissioners at cost.

County Home Management

In considering the poor management of the homes we find the root of the trouble lies in the fact that most of the homes started with a farm. This farm was usually rented out to the man who required the lowest amount of money from the county for the maintenance of the inmates who lived in the building. The keeper is still expected to operate a farm. He was a farmer, usually of the poorer type, who had to work the land and then devote the rest

of his time to the home. The amount of money now paid to the superintendents is comparatively small, and the equipment has been so inadequate, that few men of a good type could easily be induced to take the position. Thirty-seven counties pay the superintendent less than $100 a month. Nineteen pay $600 a year or less. Of course we must remember that the keeper and his family usually get a place to live in and their board. This brings in another evil of the system, the fact that in many cases there is a man, his wife, and sometimes as many as a half-dozen children, all being supported by the county, when there are few inmates in the home. This often constitutes a useless expenditure.

But in most cases the superintendents are willing and anxious to do all they can for the inmates, but they have had no training and do not know how to handle the difficult problems which come up in managing the various types which exist in the homes. The fact that the office of superintendent is considered a political plum, the incumbent changing with every change in the party administration, constitutes another reason for the poor management.

There are paid matrons in nineteen county homes. Usually the wife of the superintendent serves without pay in this capacity. In many cases she cooks the food for the inmates, does the housework, and attends to her own small children. In most of the homes the inmates care for their own rooms, and sometimes this is done without apparent supervision.

The statute books of the state are full of laws which can not begin to be carried out by the county home superintendent because of this lack of intelligent and adequate help. For instance, the law requires that the superintendent keep a careful record of the inmates. No pretense is made at keeping this law in many counties. The officials are too busy, or they have not been used to making out such reports, so they let them go by. In making this study, it has been seen that good conditions are possible, even in small counties. In Chatham county, which has one of the cleanest and best homes in the state, the keeper is above the average. He used to be register of deeds of the county. In Vance county, the good conditions of the home are traced to the influence of the county superintendent of public welfare.

As a rule, there is very little supervision over the keeper. The homes are generally situated several miles from the county seat, and therefore it is fairly easy to have the home and the inmates out of sight and out of mind. The county commissioners, meeting one or two days in the month, have naturally paid little attention to the supervision of the homes. We have a law which makes the county superintendent of public welfare the executive officer of the board in all poor relief matters, and the counties are gradually giving this task to the welfare officers, who are likely to be familiar with the proper methods of running a home and who can report to the Board of Commissioners any great faults.

The Government of County Homes

The Biennial Report of the Department of Public Welfare printed some of the rules which the commissioners of Mecklenburg and Wake have enacted. Some of them are very interesting. The second is: "None of the inmates will

be allowed to leave the institution without permission of the superintendent or matron and any inmate violating this rule shall be confined in a cell, not to exceed one week for the first offense, and for each additional offense, the punishment is to be doubled." The twelfth rule is: "Any inmate that in any manner disposes of anything that belongs to the Home, shall be punished by confinement in a cell not to exceed one week for the first offense, and for each additional offense the punishment shall be doubled." In this particular home, many of the inmates were distinctly feeble-minded. Yet the superintendent has the power of sentencing an inmate to imprisonment, without regarding the value of the object disposed of. In the Iredell county home there are two "dungeons" for the punishment of the inmates. These are seldom used. In the Orange county home visitors are shown a wooden cage about six feet square which has been used to confine unruly inmates. In the Durham county home there is a building called the "Crazy House" in which three inmates who are practically insane are confined. It is very like a cell in the State Penitentiary, with cement floors, and clanging iron doors.

Coupled with these four faults in our system—the inadequate equipment, inferior management, lack of intelligent and adequate help, and the general lack of supervision—is the appalling mental and moral condition of the inmates.

Our homes have been used as the official dumping ground. They have been the "catch-all", as Mrs. Johnson has put it. In many counties it is quite common for Superior Court Judges to dispose of cases that they do not know how to handle otherwise by putting vagrants, prostitutes, and youthful offenders in the homes. As a result of the investigations of Dr. Harry W. Crane, of the University of North Carolina, and Mr. Roy M. Brown, who made an extensive study of some of the homes of the state, it has been found that eighty-five percent of the inmates are distinctly mentally abnormal. Out of the 128 inmates of eight homes examined, it was found that 68 were feeble-minded, 17 insane, 2 epileptic, 1 a drug addict, 18 were distinctly below normal, due either to congenital feeble-mindedness, senile deterioration, or paralytic dementia, 15 for one reason or another could not be adequately tested, and only 5 were classified as normal.

Dens of Feeble-Mindedness

In the homes there were reported 130 feeble-minded women of child-bearing age. According to Dr. Crane this condition forms the greatest evil existent in our county homes. He asserts that the homes are a breeding place for the feeble-minded. He gives many instances of births of children by inmates with mental capacity of a child of four or five years of age. In Nash county there was a feeble-minded woman who had come to the home while very young with her mother. She had given birth to ten children, only two of which were claimed by her husband, who is also an inmate of the same home. One of the ten children has given birth to four illegitimate children. In Durham county a very feeble-minded white woman gave birth to a child evidently of negro parentage. There is a county workhouse in connection with the home,

run by the same superintendent. There were negro prisoners in the workhouse. In Burke county a child of white parentage was born to an imbecile colored girl. In Forsyth county, a feeble-minded youth of nineteen and a feeble-minded woman of seventy, inmates of the home, were married and have been living happily at the home ever since. Luckily they were not both nineteen, is the terse comment of the report.

These, of course, are striking and unusual stories, but there does not seem to be a home in North Carolina which has not had its scandal in connection with a feeble-minded inmate. This all goes to show that the type of institution, or the type of superintendent, or both are poorly fitted for the care of the feeble-minded. Not only the feeble-minded, but also the few normal inmates of the home ought to be kept busy and diligent. Massachusetts has a law which requires every inmate to be diligently employed. The happiest set of inmates noticed were those at the Orange county home, who were busy shelling corn. They should be given some occupation, and the keepers should be men who have enough ingenuity and capability to keep the inmates interested and busy.

The county home is failing also in its attempt to care for the sick. Few of the counties employ a practical nurse. The care which the county physician or the doctor appointed by the board of county commissioners gives the inmates comes in most cases only when the superintendent calls for the doctor. Many of the homes do not have telephones. In a few cases the doctor comes at regular intervals and makes examinations of the inmates. Over four hundred of the inmates are reported sick, many of these being confined to their beds, yet there is not a single attendant, in many cases, to care for their needs, except the wife of the superintendent.

The food which is served the inmates is, as a rule, a little better than would be expected under the conditions. In the five homes especially inspected, milk, eggs, and vegetables from the farm were used. In several places, things like lettuce and celery would be grown and sold to bring in some articles of diet which the inmates liked. In Scotland county it is interesting to note, the farm connected with the home not only paid the expenses of the home, but brought in a profit of $170 to the county treasurer. In Carteret the value of the farm products per acre was over $100. This was the highest average. The average seemed to be less than $20 per acre.

Cost of Maintenance

The average cost of maintaining an inmate was $302.80 in 1921. This did not include the large amount of food supplied by the county farms. It is very difficult to arrive at an accurate per capita cost since the superintendents rarely give accurate values for the amount of food used by the homes. When Mr. Roy M. Brown made up the figures for 1921, it was necessary in many cases to go to the superintendent and ask him, item by item, how much his corn, potatoes and so forth would have been worth if he had sold them instead of using them for the home. In some of the homes, the per capita cost may be placed too high, but more likely any error is in the opposite direction. The cost in 1921

varied from $98.24 to $7.77 per month. In 1923, the figures were compiled without the additions of the values of the farm products. The cost varies from $2.23 to $150.92 per month. The average cost of maintaining an inmate in that year was $274.60. It is believed that if the farm products were added, the average would be close to $300.00. At the Wake county home the cost is $251.00, a fairly reasonable rate. The per capita cost of the Orange county home for 1923 was $350.00, omitting the farm products.

In regarding the cost of maintaining the inmates it is interesting to note what Avery county has done lately. In 1921 the home was under the direction of the county commissioners with a superintendent in charge. There were at that time six inmates at the Home. The per capita cost was $731.73. Mrs. Edmundson, the county welfare officer, persuaded the officials to turn its direction over to her. She found a woman who was capable of caring for the inmates, placed her in charge of the six men and women, and then personally supervised all the buying for the Home. The result was that in 1922 the per capita cost for nine inmates was $206.45, less than one third of the former figure. But this condition did not yet satisfy Mrs. Edmundson. Believing that they would have better care and living conditions, she prevailed on the county board to make arrangements with Watauga county to take the inmates in their new home. So Watauga county home now has eight inmates from Avery county, costing Avery an average of $116.10. Mr. Roy M. Brown considers $200 to be a reasonable rate.

In forty-two county homes the per capita cost of caring for the inmates was greater than the cost at Dix Hill, where the inmates received hospital attention.

To turn to remedies and suggestions for the bettering of present conditions, it is interesting to note that the counties are realizing their lack of equipment and that they are building and planning to build brick establishments. In most cases, they are planning modern improvements and are consulting the Board of Public Welfare.

Robeson Sets a Pace

Robeson county is planning a new home which will necessitate a large expenditure of money, an investment of over $175,000. Twenty-four thousand dollars will be spent for a farm of 141 acres and about $150,000 for buildings. Their plan is quite ideal. There will be a two-story administration building, which will be connected with four one-story buildings by arcades. There will be a building for Indians, one for white people, and one for colored inmates, the fourth building being a tubercular ward. The home will be very comfortable and will hold about 85 inmates besides the superintendent and his family. But Robeson county has not yet built this home, for there is much opposition in the county. It has been stated by public welfare officials that there is no need for spending such a large sum for a home for one county.

The board is urging the counties to build district county homes, because the class of inmates is such as to require a type of institution widely different from the present and a type of supervision also vastly superior. There are few

counties which would feel able to maintain the type needed, a home with provision for the proper segregation of the sexes and races; provision for the care of sick inmates; and provided with a superintendent capable of caring for such a home. The state is planning to remove the very feeble-minded from the homes, and also the insane. Within a few years it is hoped that the county home inmates will largely consist of the "aged and infirm" for whom they are supposed to exist. Decreasing the numbers increases the difficulty of solving the problem by counties. The solution offered by such students of sociology as Prof. G. Croft Williams, is to have a district hospital-home serving a number of counties. This home would be much on the order of the Guilford county home, which had a per capita cost of $149.31 in 1923. Only seventeen counties had a lower cost, yet the Guilford home has the best equipment and takes excellent care of the inmates.

District Hospital-Homes

A law was passed by the last legislature which was an act to enable any two or more counties to establish district hospital-homes in lieu of separate county homes. Prior to this in 1915 an act had been passed to allow certain counties in the eastern part of the state to build a district hospital-home. This has not yet been built.

Many objections can be raised to the plan, but none of them seems to be very strong. Some argue that the inmates would be taken too far away from their friends and former homes. This may be dismissed because visits of friends in most cases are so rare as to be negligible. After the inmates are once moved, it differs very little whether the new home is twenty or eighty miles distant.

The counties seem to be afraid to coöperate and work out this idea. Some say that this would be a "step toward further centralization of governmental powers, away from local self-government." This is based on the fact that the office of superintendent of the home is often a political plum. The incumbent usually changes with the administration. If a number of homes were converted into one, naturally there would be only one office open. But we are using more and more our system of consolidated schools, and the district county homes represent another phase of consolidation for the sake of convenience, efficiency, and economy. The counties are afraid of each other. The tendency seems to be to build monuments to the Boards of Commissioners and obtain a building to which "the people of the county can point with pride."

Another argument is that this type of institution would cost more. It would naturally require more money from some counties, for some of them spend a paltry sum on their inmates. But from the little data available it is apparent that, for a large proportion of the counties, less money than they are now spending would be necessary. A large efficient institution like the home in Wake or the home in Guilford seems to cost the county much less per capita than the average inefficient home. The two mentioned have the capacity for about one hundred inmates each. If all county home inmates could be put into homes of the desired type, each home accommodating about

one hundred, they could be maintained at a per capita cost of a little more than $200 (using the per capita costs of Guilford and Wake, $149 and $257, respectively, to get the figure as a mean). This would make the annual cost of maintenance, not counting farm products, amount to $330,000 for the same number of inmates, as compared with $411,900, making an annual saving to the State of nearly $100,000.

According to Dr. Crane and Mr. Brown, the State should immediately provide adequate facilities for taking care of the very feeble-minded now in the homes at Caswell Training School which now has a capacity for 400. A law has been passed through the last legislature which allows Caswell to take in applicants of any age, the former ruling being that they should be under thirty. But as yet Caswell has no place to accommodate these persons now in the county homes. It is vitally important to the welfare of the state that the feeble-minded women of child-bearing age should be placed under proper institutional protection.

There are many cases of insanity in our homes. In the Durham home there are several cases which should be put in our asylums. In the "crazy house" there were two very feeble-minded women and one woman who was almost raving. Dr. Crane thought there was little which could be done for her, but obviously it does not help to be bound up as in a prison. In the cottage where the colored women were, there was an imbecile who tore up everything she could lay her hands on. In the biennial report of the Board of Public Welfare is a picture of an epileptic man who has to be kept lying on a set of springs and a mattress on the floor with one end of a chain around his ankle and the other end stapled to the floor. Since that time, this case has been finally taken into Dix Hill, but there are still similar cases. The facilities at our three State Hospitals for the Insane should be increased so that those insane and epileptic persons now in the homes may be transferred.

If these insane persons and those who are distinctly feeble-minded were removed, we should have left those who properly belong in homes for the aged and infirm. Figures have been compiled on the district hospital-home mentioned before, which was suggested by Mr. J. J. Laughinghouse in 1915. The fourteen counties which compose the First Congressional District were selected to maintain a district home. The cost of maintaining the eleven homes in these counties for the year 1921 was $37,011. They own property amounting to $157,000. They should be able to realize at least $100,000 on this and build a plant of the proper type. Out of the $37,000 formerly spent for maintaining the eleven homes, it is estimated that a whole-time superintendent, a matron, two practical nurses, services of a physician, board for the inmates, and so forth, could be secured with a surplus of over $5,000.

It would then be possible to offer a salary of two or three thousand dollars a year to the superintendent and require efficient service. We have now no superintendents who have ever been to college. It is possible that we may have graduates of the School of Public Welfare at the head of our hoped-for hospital homes. As the counties give them material with which to work the Department of Public Welfare can gradually assume more responsibility and

supervision over the homes and give intelligent aid and advice to intelligent superintendents who have had some training in handling the varied and difficult cases in the homes. It is recommended that the State of North Carolina pass an act similar to the one in Massachusetts. This requires the Department of Public Welfare to visit annually all almshouses. The State should provide the means to employ an Inspector, who could effect much good.

An Enlightened Public Attitude

It is fairly easy to suggest the remedies after studying the case deeply. The hard thing to do is to make the counties realize the importance of the matter and to get them to provide the money. The people must be thoroughly aroused to the evils and the needs of the present system. Much publicity should be given to the plan of the district homes. Lately so much emphasis has been put on child welfare that various other phases of welfare work have been excluded from attention to a great degree. This is a phase of adult social work, but, unless it is carefully attended to, the child problem for the next generation will be more serious. If we interest the people of the state in their homes, we will soon have the new arrangement, and Caswell and our insane asylums will have an increased capacity which will enable us to remove every feeble-minded and insane inmate from the homes.

By working through some state-wide agency, such as the county superintendents of welfare or the Federation of Women's Clubs, contact between the homes and the communities could be made tangible and could be better maintained. In many homes there are irregular religious services and entertainments. If some definite programme for regular entertainment for the inmates could be carried out, it would aid greatly. There is also a great lack of reading matter of any kind in the homes. Various organizations of the community should help provide papers and books for these exiled poor. In introducing such a programme of service, people will gradually take more interest in the home, see its needs, and be willing to provide the money required.

The needs of this class of neglected human beings are important and immediate. The people of the State would do well to turn to a serious consideration of their wants.

APPENDIX NUMBER I

Reports of County Homes Visited

A. Carteret County Home, situated two miles east of Beaufort, N. C Visited twice in January, 1924.

This home represents an average county home in the state. The building is wooden, with the part for the superintendent and his family in the center, and a porch which goes the length of the house. The wing for the men is generally full, while the one for the women has several empty rooms. The home was comparatively clean. Each room had a stationary washstand. The heating was done by individual stoves, the wood being provided by the inmates or by the superintendent. There were two bathrooms which gave the impression that they were used mainly for storing potatoes. The surroundings of the home are fairly good.

From testimony of the inmates the food was abundant and well-cooked. There is a good farm, producing more value to the acre than any other county farm in the state. The inmates help with the washing and with sawing the firewood. The superintendent is a woman whose husband works the farm. She is paid a salary of $75 a month, out of which she is spending $25 a month for a cook, who is the only assistant on the place.

There are no provisions for negroes in this home. About seven of the thirteen inmates are classified as distinctly feeble-minded, while most of them are infirm.

The home has evidently been improved since Dr. Harry Crane's visit there in the summer of 1922, but the county needs a new home, with a central heating plant, and then the present plant could be used for negroes. The superintendent is honestly trying to do what she can with the equipment and funds which are available.

B. Chatham County Home, situated near Pittsboro, in Chatham county, N. C. Visited in February, 1924.

According to Mr. Roy M. Brown this home has been called the "best kept home in the state." The building cost only $47,000, and follows out a very good plan except for one defect. There is no definite provision for the segregation of the sexes. In the center there is a big assembly hall for the inmates, and above this is the apartment for the superintendent and his family. Extending from the hall are two one-story wings, one for the colored and one for the white inmates. At the end of each wing is a big, comfortably furnished sitting room, which has a fireplace. Behind the assembly hall, are the two dining-rooms and a main kitchen which has two systems for washing the dishes, etc. At the time of the inspection, all the dishes were attended to in one side of the kitchen.

This home has steam heat, electric lights, and running water. There is a room with barred windows in which some inmates who are prone to run away are sometimes kept. There is a sanitary drinking fountain in each of the two halls. Ten bedrooms compose each wing, most of them being occupied by two inmates.

The building is good brick, with rough-finished walls and nicely finished floors. Van Lindley of Greensboro planted the place with shrubs and trees. Regular services are held at the home every other Sunday. The various organizations of the community have visited the home. The superintendent used to be register of deeds. He and his wife, who acts as matron, are of a very good type of official. They moved the inmates from squalid conditions in the old place, into the new home where cleanliness is the rule, and they have succeeded in making them contented.

C. Durham County Home, situated two or more miles from Durham, N. C. Visited in February, 1924.

Here the superintendent is doing the very best of which he is capable with the miserable system which he has had to maintain. It is a crime to expect any one man to oversee efficiently the various scraps of humanity which have been placed in the establishment.

In connection with the county home is the county jail or workhouse, which is managed by the same man. One of the women of the colored women's ward cooks in the kitchen which supplies the food for the inmates of the county home and also for the prisoners. On her ankles were iron cuffs, with a heavy chain binding them together.

The five brick cottages in which most of the inmates lived were in a miserable condition. The one in which the colored women were kept was filthy, unfit for brute animals. It was divided off by iron gratings into sections, each of which contained a bed and a chair. In one section lay a woman on a cot, and next to her was an imbecile who was so devoid of intelligence that no bedclothing could be put on the bed because she would tear it up. Imagine the effect of having to live in the same room with a person who lived, looked, and acted exactly like an ape.

The white inmates seemed to be fairly clean.

There is one building at this home called the "crazy house". There is a cement corridor with a window at the extreme end and an iron stove in the center. On the occasion of this inspection, three women were sitting around the fire. One of them was the very feeble-minded woman already referred to who gave birth to an illegitimate child of negro parentage. The second was very feeble-minded and also deaf. The third woman was almost raving. She was evidently suffering, and imagined all sorts of things about the management. She had an idea that the authorities were going to kill her, and asked ceaselessly for her children. The superintendent said that her children lived very near but that they had not been to see her for over six months. There is little that could be done for her anywhere, but obviously it does not help to be bound up as in a prison.

Fire extinguishers were seen in this home, and very close to them were found the unsanitary buckets and dippers for drinking water. In this home the white women exceed the white men inmates by two, and the total of women equals that of the men. Usually in our homes there are many more men.

D. Orange County Home, situated near Efland, N. C. Visited in March, 1924.

At the time of this inspection there were nine inmates. The main buildings are four, the "keeper's" home, the kitchen, and two low brick buildings for the inmates. The two brick buildings are 100 years old.

Water was obtained from a surface well. There is no sewerage system, and no lights except oil lamps. But the inmates seem well satisfied and happy. The superintendent was an average farmer. Several of the negro inmates were busy shelling corn, and singing at their work. Two of the women inmates were nearly crazy. It was at this home that the wooden cage six feet wide and six feet long, mentioned above. was seen. It was formerly used for confining the prisoners when they were unruly.

The county maintains a farm in connection with the home. It cost $2,800 to run the home in 1923. The per capita cost of $350 does not include the amount of food raised on the farm.

E. Lincoln County Home, situated near Lincolnton, N. C. Visited April 12, 1924.

This home which was built in 1909 has a capacity for about thirty inmates; at present there are thirteen. The keeper has a huge amount of space. He is paid $10 a month per occupant. The home has steam heat, lights, running water, and a telephone.

There was no provision for the segregation of the sexes. The dining-room was not specially clean, nor was the kitchen. One man was shackled.

In one building three colored women and three colored men had to use the same bathtub, but there were separate toilets for each of the two big rooms.

The general impression was that Lincoln county was supporting eight people of the keeper's family in order to try to care for thirteen inmates, and that a great deal of equipment was not being utilized.

APPENDIX NUMBER II

Statistics Compiled for Study

Per capita cost of maintaining inmates in county homes in North Carolina, not including value of farm products used. 1923.

1.	Brunswick	$1,144.73	30.	Lenoir	262.50
2.	Pitt	1,141.32	31.	Wake	257.02
3.	Duplin	666.66	32.	Gates	256.10
4.	Wayne	646.66	33.	Yancey	252.07
5.	Polk	624.04	34.	Alexander	251.10
6.	Columbus	600.97	35.	Caswell	250.00
7.	Nash	566.56	36.	Granville	244.35
8.	Harnett	522.14	37.	Warren	241.98
9.	Greene	400.00	38.	Alleghany	240.00
10.	Richmond	351.30	39.	Henderson	229.81
11.	Orange	350.00	40.	Person	215.00
12.	Vance	346.61	41.	Anson	213.02
13.	Rowan	340.15	42.	Martin	212.20
14.	Wilson	334.61	43.	Rockingham	210.93
15.	Robeson	333.33	44.	Mecklenburg	210.75
16.	Moore	331.52	45.	Jackson	209.00
17.	Chatham	324.57	46.	Perquimans	206.42
18.	New Hanover	304.95	47.	Currituck	200.00
19.	Beaufort	302.85	48.	Cleveland	198.00
20.	Carteret	302.21	49.	Davidson	193.87
21.	Davie	300.00	50.	Gaston	183.34
22.	Clay	299.00	51.	Forsyth	182.88
23.	Buncombe	298.42	52.	Rutherford	181.34
24.	Pamlico	290.05	53.	Burke	176.50
25.	Montgomery	287.60	54.	Chowan	174.47
26.	Hyde	274.75	55.	Sampson	174.28
27.	Lee	273.85	56.	Union	173.73
28.	Franklin	270.51	57.	Madison	173.47
29.	Lincoln	264.50	58.	Swain	169.44

59. Halifax	163.56	80. Wilkes	119.64
60. Pasquotank	167.72	81. Cherokee	111.29
61. Johnston	166.89	82. Avery	109.75
62. Washington	160.60	83. Surry	104.14
63. Camden	159.76	84. Yadkin	96.00
64. Edgecombe	159.40	85. Haywood	80.00
65. Stanly	157.91	86. Bertie	67.98
66. Hertford	155.83	87. Transylvania	33.33
67. Alamance	155.37	88. Catawba	38.64
68. Durham	155.03	89. Scotland, profit of $45 per capita	
69. Guilford	149.30	90. Bladen	No home
70. Cabarrus	148.75	91. Graham	No home
71. Ashe	148.48	92. Hoke	No home
72. Mitchell	144.05	93. Tyrrell	No home
73. Watauga	140.83	94. Onslow	No home
74. Northampton	140.18	95. Jones	No home
75. Caldwell	139.28	96. Dare	Home not occupied
76. Randolph	138.13	97. Pender	Home not occupied
77. Macon	136.14	98. Iredell	No report
78. McDowell	128.04	99. Craven	No report
79. Stokes	125.48	100. Cumberland	No report

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March 3, 1924.

NORTH CAROLINA COUNTY LIBRARY SERVICE

E. D. Apple, Rockingham County

In the year 1700 Thomas Bray, a missionary from England, established at Bath a small library for the use of the clergy of North Carolina. From this small beginning in 1700 until the University was established in 1795 our state library development represents a slow and gradual growth. With the establishment of the University Library in 1795, the movement acquired a considerable increase in its rate of progress, which rate it maintained until 1897, just one hundred and two years later, when the modern library movement was first definitely started.

The modern library movement had its beginning in the year 1897 when the city of Durham opened the first free tax-supported library in North Carolina. This library began with only a small wooden building and a few thousand books; but to-day it has a new $45,000 building, a book collection of 10,890 volumes, with a circulation of 79,459, and it has broadened its services so as to include not only the city but the schools and general public of Durham county as well.

Following this lead taken by Durham, public libraries were soon started in Raleigh (1900), Greensboro (1902), Charlotte (1903), Winston (1906), and so on, until at the close of last year there was a total of sixty-eight public libraries in the state. Sixty-two of these libraries reported a total of 231,262 volumes, or about one book to every twelve people (standard set by the American Library Association is 5 books for each person); a number which causes the state to rank only forty-seventh in its public library facilities and which exceeds the number of automobiles and motor trucks operated in the state by only 28,000. Reports from these libraries which appeared in the North Carolina Library Bulletin last year show incomes which range from $1,763 to $11,387.60, and a total income of $103,636.00, or approximately one-fifth of the one dollar per capita which the American Library Association has set as the standard. Greensboro, with its 19,861 population (1920 census) led with an income of $11,387.60. This represents an expenditure of only fifty-seven cents for each individual, whereas the standard set by the American Library Association is one dollar per person. Next in the order of income reported came Winston-Salem, Raleigh, Asheville, and Durham. The total public library circulation reported last year, apart from school and college libraries, was only 906,492. Thus we have a brief history of the library system in North Carolina together with a general idea as to its present condition.

The Reading Conditions of North Carolina Farm Life

Now let us consider briefly the general circumstances and characteristics of the population at large. North Carolina, with its 2,600,000 inhabitants, is mainly an agricultural state, including only twenty-seven cities which have a

population of five thousand or more. Seventy-one percent of its people live in the open country; thus we see that it is an extremely rural state. In a recent report based on a survey of 1,000 North Carolina farmers in three typical counties, it was found that 31.3 percent of the landless parents could neither read nor write as compared with 9.4 percent of land-owners; and 46.1 percent of the negroes could not read or write as compared with 10.7 percent of the whites. It was found that the fathers of all families surveyed had on the average attained only 3.69 grades in school. This gives us some idea of the low educational level which exists among North Carolina rural parents today.

Now let us see what our status is in regard to the amount of current reading matter which comes into rural homes.

PERCENT OF FAMILIES WHICH TAKE DIFFERENT KINDS OF PAPERS AND MAGAZINES

	Land-Owners	*Landless*	*White*	*Black*	*All Surveyed*
Percent families take dailies	3.5	6.7	26.8	3.2	20.3
Percent families take weeklies	31.8	9.0	24.3	8.9	20.0
Percent take church papers	18.6	2.3	13.5	1.4	10.2
Percent take farm papers	35.7	18.5	29.8	18.9	26.8
Percent take children's papers	2.5	0.6	11.8	0.7	1.5
Percent take magazines	26.3	12.2	25.2	2.8	19.0
Percent take none	28.4	65.1	37.6	72.2	47.5

An examination of the above table shows that only one-fifth as many landless farmers as land-owners take daily papers, and only one-third as large a percent take weekly papers. Church papers in the land-owners' homes number eight times those in the homes of the tenant farmers, and there are twice as many farm papers in the homes of the land-owners as there are in the homes of the landless. Almost two-thirds of the tenant farmers and almost three-fourths of the negroes take no magazines at all. Of all the families surveyed, 20.3 percent take daily papers, 20 percent take weekly papers, 1.5 percent take children's papers, 19 percent take magazines, and 47.5 percent take no papers or magazines of any kind.

Some other data may serve to show the undesirable condition of rural homes so far as their book equipment is concerned.

AVERAGE NUMBER OF BOOKS PER HOME
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	15.2	0.8	1.4	20.2	2.69	1.5	2.24	0.6
Piedmont	65.0	15.8	23.8	18.3	17.7	11.75	6.07	4.8
Mountain	16.3	.....	7.64	.....	3.56	.....	5.35	.....
Total	26.4	9.0	14.1	18.6	6.2	9.9	4.24	1.6

PERCENT OF FAMILIES WHO BORROW BOOKS
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	25.0	.....	5.0	20.0	15.6	.....	6.9	.....
Piedmont	8.6	.....	6.3	.....	.....	.....	.....	.....
Mountain	20.3	.....	27.8	.....	12.7	.....	7.9	.....
TOTAL	17.7	.....	19.8	2.33	11.2	.....	6.2	.....

PERCENT OF HOMES THAT HAVE BIBLES
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	89.5	80.0	95.0	100.0	74.0	78.5	86.5	62.0
Piedmont	100.0	100.0	98.6	97.2	100.0	78.8	92.2	97.1
Mountain	100.0	.....	100.0	.....	100.0	.....	97.2	.....
TOTAL	97.3	90.9	99.5	97.7	89.4	78.8	90.8	69.3

PERCENT OF HOMES THAT HAVE NO OTHER BOOKS THAN BIBLES
(For area surveyed)

	Operator Landlords		*Owner Operators*		*Tenants*		*Croppers*	
	White	*Black*	*White*	*Black*	*White*	*Black*	*White*	*Black*
Coastal Plain	45.8	80.0	55.0	100.0	57.3	78.5	58.6	82.1
Piedmont	5.2	.....	5.1	10.5	5.0	15.1	38.5	28.5
Mountain	21.7	.....	27.2	.....	51.2	.....	52.9	.....
TOTAL	22.8	27.3	22.6	16.3	43.6	22.8	54.2	70.1

KIND OF BOOKS IN HOMES
(For area surveyed)

	Land-Owners	*Landless*	*White*	*Black*	*All*
Percent religious	14.0	6.5	13.3	7.4	12.4
Percent agricultural	1.3	2.9	1.9	0.4	1.6
Percent fiction	19.4	16.7	19.8	8.4	18.8
Percent children's	22.1	32.8	20.7	49.2	24.4
Percent others	43.2	41.1	44.3	34.6	42.8

A summary of these tables shows that 37.6 percent of all families surveyed have no books other than Bibles. It shows that forty-eight percent of the landless homes have no other books than Bibles as compared to 22.2 percent for the land-owners; 32.8 percent for the whites, and 47.1 percent for the negroes. These tables show that an average tenant has only one-fourth as many books as has the land-owner and that negro families have only about one-half as many as the white families. Of all books which are borrowed it is stated that more than nine-tenths are loaned by school libraries. The practice of borrowing books among negroes under present arrangements is almost unknown.

Two years ago Professor W. C. Jackson, of the North Carolina College for Women, made an investigation concerning the use of books in the state by negroes. He discovered that at that time the 750,000 or more negroes in North Carolina had a total of five public libraries and twenty-four training school and college libraries and that some of them had access to a few of the $30.00 libraries in the rural schools for negroes. It appears from his investigation that the public library book resources of twelve colleges and normal schools and twelve county training schools for negroes are approximately 30,000 volumes. This literary evil is one which inevitably must have a profound influence upon the state's ability to attain its fullest development.

J. A. Dickey, of Alamance county, in the summer of 1922 made a personal survey of fifty-one white tenants who were typical representatives of the average landless farm classes in North Carolina. From among this number, thirty-eight tenant households were found to own books, to subscribe for newspapers and magazines, and to receive free public bulletins. The results of his survey follow:

12 families subscribed to a country weekly each.
12 families subscribed for a farm paper each.
9 families subscribed for popular magazines, 14 in number.
6 families subscribed for church papers, seven in number.
5 families subscribed for a daily paper each.
38 families had each a Bible and an almanac.
No families subscribed for children's papers or magazines.
4 families received the State Public Health Bulletin.
No families received any other bulletins from any state department or any state college.
13 families had, all told, 153 children's books including school books.
14 families had 38 religious books, mainly song books.
3 families had 43 novels.
34 families had 473 volumes of various other sorts, mail order catalogues, reports, old medical books, law books, etc., most of these in three families
No families had any books on agriculture or country life.
No families borrowed books from school or other public libraries.
2 families had no books but the Bible.

This picture, furnished by a study of the reading conditions among our rural inhabitants, is one which ought to serve as a burning challenge to every educated North Carolinian. It is a true image of facts which are now existing within the boundaries of our own state, and it tells of a condition which those who are the victims of it apparently cannot themselves remedy. Whatever solution there may be to the problem which this condition offers it seems is being left largely to those of us who have been taught to know the value of literature and learning. As conditions are at present, religion and politics seem to be more popular topics for thought in North Carolina than is public library service. It is hoped that this paper may show the vital need for a realization by educated citizens of a demand for some form of public library service for the rural people of North Carolina.

Recent years have seen a great industrial development in our state, with multiplication of its factories and good roads. There seem to have been attained remarkable heights in its equipment wealth. To-day our state is outranked by only four others in the value of the farm crops it produces. It manufactures more cotton and tobacco than any other state in the Union and is outranked by only seven states in the amount of taxes which it pays into the federal treasury. And yet in spite of these favorable conditions there are to-day thousands of people on the farms who still know the horrors of poverty. Forty-three and five-tenths percent of our 1,820,000 farm population is of the tenant class. This condition appears even more tragic when we learn that around 60 percent of this number are whites. This farm population is of course largely dependent upon library facilities for their reading material, since they own very few books themselves. In our state last year there were only 54 counties which had within their borders a library of some kind; 46 counties had no library of any kind and only eleven counties had a public library of more than 5,000 volumes. Thus we see that there are 1,897,600 people in North Carolina who have access to no library at all and can be served only by traveling libraries provided by the North Carolina Library Commission.

The above data indicate the low position which North Carolina holds so far as her books and libraries are concerned. It seems that the advance which we have made as a reading people is far short of what it should be if we are in any way to balance the various phases of our progress. The state has from time to time made efforts toward improving this situation. In 1901 the State Literary and Historical Association secured legislation for the establishment of what we know as thirty-dollar libraries, which contained an average of 85 volumes each. Later $15.00 supplementary collections of about thirty volumes were added. This has enabled something more than half the common schools of our state to be supplied with libraries of some description. The remaining one-half have been forced to do without books except for those who could obtain the traveling library service or who could buy them individually.

What the State Has Done

In March-April, 1909, the North Carolina Library Commission was established. The legislature gave it an annual appropriation of $1,500. In 1921

this appropriation was increased to $17,500 and in 1923 to $27,500. Results from these appropriations show that last year the commission was maintaining 1,045 traveling libraries and 4,034 package libraries operating in the one hundred counties of the state, with a total circulation of 229,310. Service rendered by these libraries has done a great deal toward solving the book problem, but, since they have been operating principally in small villages, they could not reach those people who need them most, the tenant farmers in remote districts. Thus we see that all attempts so far have proven rather inadequate and have failed to solve the rural reading problem.

Our Part

It seems, then, that "county extension in some form must come in North Carolina. It may be the county library, the township library, or the extension of public library privileges to county residents." It seems that the county library is best adapted to North Carolina needs and is the only one which can readily conform with our state situation. The township is a different unit in North Carolina from what it is in those states where the township library has been most successful. The county extension can never completely solve the problem for the simple reason that there are not enough strong libraries to serve as centers. Hence "whenever we think of the library millenium in North Carolina it seems that we must visualize a county system consisting of a strong tax-supported public library in each of her hundred counties"—namely the County-wide Free Library.

The county free library is a library established by resolution of the county supervisors (commissioners), supported by the county taxpayers, and gives free service to every resident of the county (a town with a library is not included unless it wishes to be). Its operation follows closely that of a city library with its branches in different sections of the town, the main difference being that a city library has the municipality for its boundary, while the county library has the county for its boundary. The system consists of a central library, located usually at the county seat, and managed by an experienced librarian whose knowledge of books is at the service of the people all over the county. Branch libraries, equipped to meet the needs of students and citizens, are operated in all parts of the county. Frequent exchanges are made, when desirable, between the different branches and stations so that almost any book is available anywhere. Upon request the central library sends books and other material by parcel post directly to any individual in the county.

The county-wide library system is usually under general supervision of the board of county commissioners which has power to make rules and regulations regarding the policy of the system. The board appoints the librarians and makes provisions for increasing the library equipment and for general book distribution.

In order to start the system in this state it would be necessary in the first place for the legislature to pass a law providing for the establishment and maintenance of public libraries in North Carolina. It would be necessary that

power be delegated to the counties to establish and maintain county-wide library systems through their county commissioners or otherwise. In order to accomplish this a small tax would have to be levied. In those counties of other states where the system is operated, the tax levied does not exceed four and a half cents and is not less than one cent on the hundred dollars' valuation of property. When adopted in this state it would probably be best to have the county organization work in coöperation with the State Library Commission at Raleigh. The commission could advise in the purchasing of books and make the system as nearly uniform as possible over the entire state. It should serve not as a governing board but as a council to which the county authorities could appeal at any time for advice or needed information.

The results of this county system where it has been tried are entirely satisfactory. Rural teachers are enabled to borrow books for their own use in the schools and their pupils have permanent access to adequately selected libraries. Farmers' Clubs, Women's Clubs, and literary societies are able to get the literature which they need in carrying on their work, whether it be material for debating or instructions needed in making a road drag.

If there are extreme rural sections where book stations cannot be established conveniently, a book truck is operated which makes regular trips over the county carrying needed books to the very homes of the most isolated farmer. This system is practiced very extensively in California and Maryland.

The Washington County Library, with its center at Hagerstown, Maryland, is a good example of a county library system which ought to work well in the counties of North Carolina. Everything in Maryland, as in this state, is run on a county basis. The county is the main unit of government. The county library was found to fit in perfectly in that state. The people there report that they could not do without their county library and their book wagon.

The same system is in operation in northern Minnesota, where they have book vans filled with shelves of books which travel at stated intervals over different parts of the counties and distribute books to all.

A similar system is also operated in the state of California, with marked success. In California, by July 1918, forty-two of the fifty-eight counties had established county libraries under state library law; thirty-eight of the forty-two received an annual maintenance fund of $539,458, contained 945,856 volumes, maintained 2,890 branches, served 1,549 school districts, and were directed by trained certified librarians under central state supervision.

County library organization for us would be somewhat simpler than it was for some of the states which now have the system. This is true because of the fact that our counties are comparatively small, especially when compared with those of California. We usually have but one town of any consequence in a county, and that the county seat (our chief trading point). Our good roads and large number of automobiles have brought all parts of the county within ready access to the central town, or to other points where books would be located.

Of course it cannot be expected that this system would usher in the millenium, but it would seem to be a great step in the right direction. It would inevitably lead to greater literary progress and would eventually solve our book problem. In the words of someone else, "if the people of our state are to gain a more fundamental knowledge of the world in which they live, if they are to elevate their standards of living, it must be done through the schools and libraries and museums." And with our existing conditions of country life "it is only by changing from the municipal to the county form of library organization that we can hope to take our place with the rest of the country in library development."

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March 31, 1924.

COUNTY GOVERNMENT IN NORTH CAROLINA

T. Glenn Henderson, Guilford County

Historical

The county was originally the territory of a count or earl, and in England and Scotland the term is equivalent to shire. Each state of the United States is divided into counties, with the exception of Louisiana, where the divisions are called parishes but are similar to counties.

In direct descent from the shire, which is the earliest unit of popular government, the county is our oldest political unit. As such, the primary and most essential functions of government naturally gravitate to it, except in New England and in some sections of the South, where the town and district precede and supersede the county. It is the most pervasive of all American local governments, covering the country in every state as the very warp of the national fabric.

The county in North Carolina had its origin in the colonial settlement of the state, dating back to the charter grant of the province of Carolina by Charles II, in 1663, and the subsequent formation and organization of the counties of Albemarle and Bath, which were later divided into precincts, each having a system of government in itself. These divisions later were called counties, and, as the territorial expansion and settlement of the province increased and developed, the counties increased proportionally in number.

Today there are 100 counties in North Carolina, varying in size from the county of Chowan, embracing one hundred and sixty-four square miles, to the great county of Robeson, covering more than one thousand and fifty square miles. A majority of the counties, however, range from 300 to 700 square miles in area.

County Functions

The county not only permeates our whole legislative, judicial, and administrative system, but is the mold in which our party organization is cast. Our machinery for nominating and electing our governmental officials is centered in the county, and the "county central committee" is, in almost every county in the state, the most active and potent of our party organizations.

In addition to these responsibilities, the county is invested with certain specific functions which are essential to all government: levying and collecting taxes; making and keeping open the ways of communication by constructing and maintaining roads and bridges; preserving and administering justice through the sheriff's office, the courts, justices, and constables, and even by the militia in earlier times; protecting life through the coroner's office; managing and superintending schools; registering and recording deeds, wills and vital statistics; licensing the sales of certain lines of merchandise.

To these governmental functions of the county there have been added, and with rapidly increasing volume of late, the relief of the poor at the poorhouse and at home through the county agent; the care and treatment of the sick in general hospitals and sanitariums; the arrest, conviction and punishment of misdemeanants and criminals; the custody of the feeble-minded, insane, and epileptic; and the custody and probationary care of juvenile delinquents.

The county seat is the center of more governmental activities and human services than any other seat of government. It is the rural capital of a great majority of the people of the state, and it is the executive office of many of the most important of the functions of the larger towns and cities of the state, and here more vital control over the activities of the local community and the home life of the citizens is exercised, either executively or administratively, than in any other seat of our entire system of government.

The counties in North Carolina are classed as rural or semi-urban, and all of them except three have incorporated municipalities. The counties have a population of more than 2,559,000, 71 percent of which is rural. In 82 counties more than two-thirds of the people live outside of incorporated places and therefore county government is about their only government. The counties vary in population from 80,695 inhabitants in Mecklenburg county to 4,646 in Clay county, according to the 1920 census.

Prior to the World War, the cost of county government was reported by the United States census as 92 cents per capita in New England, in the western states $6.25, in the central states $2.30, and in the southern states $1.20, aggregating a total expenditure for the 3,200 counties of the United States of $385,000,000 a year, or more than one-third of the cost of the national government. In North Carolina in 1920, the cost of county government, exclusive of schools, was $3.77 per capita, and the total expenditure for the government of the 100 counties was nearly $10,000,000. Until very recently, in spite of such immense cost, the tax-paying public gave practically no attention to the character and quality of our county administration.

Ignorance, Apathy, and Indifference

Coincident with the growth of its functions in diversity, human importance, administrative exactions and political power, the county in North Carolina has suffered from its own citizens' neglect, the consequent inefficiency of its officials, and the partisan perversion of its prerogatives and powers.

This is true in almost every county in the state, as evidenced by the carelessness, inefficiency, inaccuracy, and illegality with which public records and accounts of the counties are kept; in the confusion and lack of coördination of its laws and methods of procedure in relation to the cities and towns and the state; in the evil conditions prevailing in county jails and almshouses, and the lack of adequate provision for dependent and neglected children and for maintenance of public health.

This general ignorance and indifference justify one of our foremost investigators of county affairs in declaring that "we are still, as a people, profoundly ignorant of the particular functions which the county fulfils in our national

economy, and, except in specific instances of graft, taxpayers' suits, and sporadic efforts in the line of research and reform, we are still at a loss to put our fingers upon the country's sore spots".

The secretary of the Merchants' Association of North Carolina reported recently that, while the population of the whole state was increasing rapidly, a large number of the county seats in the more rural counties were losing population. It is common knowledge that the rural communities of the state are experiencing a flocking of the population to great centers of commerce. According to the United States census the small towns of North Carolina increased only 9.4 percent in population during the last census period and the rural population increased only 9.2 percent. However, the urban places above 2,500 increased 54.5 percent in population during the same period.

Although this loss is partly attributable to competition with the great centers, which causes the elimination of the small retail merchants and the shortage of farm labor and tillers of the soil, yet it is noted as surprising that it has taken place at county seats, which are in many ways the centers of county activities along the line of politics, courts, collection of taxes, and other similar functions of government.

May it not be due in part to the citizens' neglect to promote their own interests by the development of the public resources and agencies of their rural communities? Still greater and more disastrous is the neglect of county government as its exactions, expenditures, and human responsibilities increase to the maximum. Just where public welfare and personal suffering are at stake, good citizenship is weakest, and partisan exploitation most prevalent.

Roots of Inefficiency

There are in the county system itself very obvious causes for inefficiency in administration aside from the sheer neglect by the voters. The counties differ greatly in their area—from 164 square miles to 1,051 square miles; in their population—from 4,646 to 80,695; in social and industrial condition—from a scattered, native farming community to the larger manufacturing and commercial centers. The counties differ widely also in their very types of organization and in their diverse inherited methods of administration. Therefore it has been impossible to standardize their form and management.

Legislation has either ignored the county and left its primitive forms and methods to be outgrown, or it has still further embarrassed county administration by a patch-work of confused and often conflicting laws, which have made good government impossible and left officials uncertain of their obligations and without supervision. Local governments of the town, municipality, and county have thus been left each to go its own way, without correlation or coöperation with each other or with the state. The result is non-uniformity of tax laws; laxity in the administration of the present laws, which results in wasteful and unwise expenditures of the taxpayers' money; a shameful lack of business management of the county governmental affairs; a lack of an intelligent record kept by the county treasurer, county commissioners, and other officials; and a general muddle of county affairs.

In some counties—New Hanover, Mecklenburg, Buncombe, Forsyth and Guilford, for instance—which contain large urban areas as well as rural areas, a vast and useless duplication of effort results from the above lack of coöperation. Constable and police may interfere; sheriff and chief of police may clash; coroner and city physician may perform identical services on the same occasion —although from the standpoint of efficient government this duplication is an unnecessary expense. And thus is the burden of taxes made unnecessarily and unjustly great.

In every county in the state there is useless duplication of effort and unnecessary and unwise expenses are incurred in collecting and spending taxes. Many of the counties have two superintendents of schools, when one would be far better. In Guilford, for instance, the citizens of Greensboro through their tax funds pay not only the salary of a superintendent of city schools, but also their proportionate share of the salary of the county superintendent. This duplication of expenditure ought to be avoided.

All such overlappings and interferences mean waste of effort and increased cost to the public. One political expert who has studied these problems suggested a complete divorce, as far as administration is concerned, between urban and rural districts in the few noticeably semi-urban counties. Because a city is in a county is no excuse for spreading the entire county governmental system over the autonomous urban area.

As an instance of what reform offers to these semi-urban counties, there may be cited one county in Pennsylvania, which has the same general form of county government that North Carolina has; here the application of research methods for a very brief period of time pointed out an avoidable expense of $284,000 a year, an important item of waste being the presence of superfluous employees and unwise expenditure of county funds. This expense is far above the average for the counties of this state, yet it shows the possibility of a foolish expenditure of an enormous sum of the citizens' taxes.

Examples in North Carolina

But one does not have to go outside the boundaries of North Carolina to unearth such odious nests of waste and inefficiency in the expending of good county tax money. They are all around us, as evidenced by recent audits of the books of Swain, Henderson, Columbus, and Yancey counties. In Swain a deficit of $23,000 was charged; in Henderson $33,000 was unaccounted for; in Columbus records did not show for what purpose about $30,000 was spent; and in Yancey a general audit was found necessary. In Sampson pensions were being paid to Confederate soldiers who had been dead for years.

These are some of the instances of defects in the present system of county government, which have found their way to the knowledge of the public. How many more there are, or have been, of this or other nature, is a matter of uncertainty. Probably some of the funds in these instances were spent wisely and lawfully, yet they were not accounted for in a business-like manner, and the expense of an audit of the county books had to be incurred in order to ascertain the actual conditions. All of which clearly shows that the same

obscurity in the mechanism of county government which allows fraudulent and loose handling of the administrative machinery also prevents the honest, conscientious office-holder from running the county affairs properly. Under such a system, it is difficult to differentiate fraud and incompetency on the one hand from honesty and efficiency on the other.

As a remedy for the defects in the present system of handling and accounting for county funds, a number of the counties have abolished the office of treasurer, and, under section 1389 of the Consolidated Statutes, have turned over to some reputable bank all the financial affairs of the county; while others have added to their list of officers part-time or whole-time auditors. The results in these cases have been the saving of large sums of tax money, the proper adjustment of accounts, and efficiency in the management of all county finances. Some of the counties, of course, could not afford a full-time auditor, and some could not afford to add the office of a part-time auditor, having but a small amount of finances to account for. But for most counties it would in the end be less expensive to employ an auditor who would keep the county's financial affairs on a sound business basis, than to let the state order an audit, the cost of which would exceed an auditor's salary for years. Under the present system of county government in this state the abolishing of the office of county treasurer and the adoption of the auditing system might well be recommended from both a governmental and an economical point of view.

Under the state Constitution and the laws enacted under it the state government keeps an extremely and surprisingly feeble check upon county administration and finance. In some cases the state officials do not appear able to furnish even the most elementary information as to county financial transactions. Why not adopt the practice of a few states—Minnesota for example—which provide for efficient reporting of county finances and the publication of summaries? This practice would afford an excellent means of checking up the expenditure of county tax funds, and make available the financial status of the counties at all times. When one considers the fact that lack of information has always been at the bottom of most public extravagance and graft, this neglect of state supervision over county finances looms large with possibilities of waste. The advantage of this situation to partisan politics makes intelligent and patriotic voting difficult.

Machine Politics

As we have seen, the county is the most effective and permanent seat of partisan politics. The county political steering committee may select the county commissioners and other officials whom the apparently unconcerned voters are expected to elect. When this selection has been made formally at the polls, it has been truly said that "the only man competent to issue orders to county officers that they shall do thus and so, or, failing to obey, shall be disciplined; the only man competent to enforce these orders, is that unofficial but most powerful being, the county boss."

Thus the vicious circle goes on its endless round. Thus despite, and even because of, the increasing expenditure and human importance of county administration, inefficiency and neglect have increasingly characterized it the state over, with comparatively few conspicuous exceptions.

At last this gauntlet, which has so long been flung at the feet of local patriotism and which has been left to lie there so shamelessly, is being picked up here and there by those who can no longer tolerate politics which have no connection with what is human. The people's politics is asserting itself instead of the politician's politics, in determined efforts to understand and simplify, unify and cleanse, and humanize and standardize local governments. And nowhere is this change needed more than in the government of the counties.

Two Methods Proposed

This movement at present has two tendencies in dealing with the difficulties of county administration. One is virtually to abolish the county by transferring its functions to the state. This suggestion is favored chiefly by people who live in the larger towns and cities and who, faced with the complexity of their multiple local governments and the inefficiency involved thereby, despair of any simplification or solution of their problems except by the elimination of one of the main factors in the situation.

It is pointed out, and with much force, that the state, whose legislature makes the laws, should control the state's attorney who can either execute or nullify them as his county constituents may direct. It is insisted that the coroner's office can be effectively filled only by the appointment of an officer who can meet both the medical and judicial exactions of a function that belongs to the state and not to the county, whereas under the present system great power is entrusted almost inevitably to a person of no special ability or character, with few or no checks upon his activities. The necessities which have led to the transference of the care of the insane, the epileptic, the feeble-minded, and the delinquent from the county to the state are further cited, and the resultant advantages. Thus, it is proposed to eliminate the functions of the county by merging them with either those of the municipality or of the state.

The other method proposed as a solution for the difficulties of county organization is by reconstituting county governments by home-rule charters. By proponents of this method it is recognized on the one hand that the county is too deeply rooted in the ground plan of our entire system of government, of the judiciary and of party oragnizations, to be eliminated; and on the other hand, that the county is the principal if not the only governmental agency through which our rural people, who constitute 71 percent of the total population of the state, do the things that each man, woman, and child of them needs to have done. These promoters of the county as a democratic unit propose to adapt it to each of three differing conditions.

Counties including agricultural areas may be adapted to the commission form of government with a county manager. An excellent example of this method has been inaugurated in Shelby county, Tennessee, of which Memphis

is the county seat. The act, as affirmed by the chancery court, while leaving the justices of the peace their constitutional prerogative of constituting the legal county government, transfers the actual management of county affairs to three commissioners by authorizing them to conduct the department of workhouse and turnpike roads, the department of county health, and the department of purchasing and finance. A bill proposed for New York State provides for three county supervisors at large, one to be elected each year, who shall appoint a county manager to be their executive officer, purchasing agent, and general overseer of all county work and institutions, with power to appoint their superintendents, together with the county treasurer and attorney. Either type of this form of government, and especially the latter, would be very adaptable in the majority of counties of North Carolina.

For the second class of counties, which include urban as well as rural communities, a federation is proposed which, while leaving each local community intact and free to develop its own interests, invests the delegated county board with the powers of a central government over the police, the civil service and the election of superior court judges; the appointment of the sheriff, the court clerks, and public administrator being left with these judges. This plan, which also provides for the short ballot and a county manager, was evolved by Alameda county, California, in its search for a better adjustment of taxes for its city and country communities.

Here was a community in which rapid advances in population in the last twenty years left the system of local government as unequal to face present conditions as the Merrimac to face a modern super-dreadnaught. What was once little more than a series of isolated suburban settlements and garden-truck farms has grown into a more or less compact metropolis having a population of about 400,000. Because of strong local pride in the several municipalities, it was found impossible to bring about a complete consolidation of city and county organization, but to meet the situation this plan of federation was worked out, which brings the administration of the several departments under the control of a single well-paid city-county manager, following the lead of the Dayton, Ohio, group of cities. This method, however, would be workable in this state only in those counties having the largest urban populations.

The County Manager

Why can we not have in each county in North Carolina a county manager who will be the sole responsible head of the county government? The responsibility for law enforcement should certainly rest definitely upon the shoulders of one officer instead of playing hide-and-seek, as it now does, between county attorney, sheriff, coroner, constable, and grand jury. The responsibility for the efficient conduct of the business affairs of the county should likewise devolve upon one official. Under present conditions our county is very much like a big going business concern, and what thoughtful citizen would take stock in a corporation at whose head there was no efficient or responsible management? Yet this is what the taxpayers in many of the counties are doing.

In most counties a county manager with capable assistance could conduct the entire business of the county government at a fraction of the cost under the present conditions.

The standard of efficiency in the administration of county government should be elevated at least to a level with the public school and good roads systems of the state. These changes, of course, cannot be realized over night; nor will civilization be brought to an end if they are not made at all; but the county is the only significant unit of local self-government in the state, and until its standard is raised the citizens cannot enjoy what they are entitled to when they pay the price in the form of taxes for pure self-government—if not pure democracy—and get only inefficient and shadow-government in return. The county is a creature of the legislature, and its system of government can be changed, or evolved, by that power.

We like to regard ourselves as a progressive people, and yet we are strangely reluctant to experiment with our political institutions. We refuse to apply the lessons of science to the problems of politics. In science or in mechanics the tool must always be fitted to the task. Too often in politics the tool is bungled by tradition.

Not any too soon, but rather, far too late, politics are gradually being disconnected from mere partisanship and being identified with what is human and universal, with what concerns man as an individual and as a social being. In this process, the county may well be made the local base for democratic participation in government. Its care for roads and water, for health and sanitation, for the poor and the afflicted, for the courts and their administration of justice, makes its service very human and of interest to every individual. The county lies all around and very close to every home and neighborhood, everyone's home town and city, and therefore it ought to be and can become the framework for the fellowships formed about those most fundamental and personal possessions. Is not the time, therefore, about ripe for the overhauling of our system of county government?

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THE CONSOLIDATION OF RURAL SCHOOLS AND THE COUNTY-WIDE PLAN OF ADMINISTRATION

M. A. James, Madison County

Introduction

The Rural School Problem, a problem of the greatest interest, is now demanding the attention of thinking people throughout North Carolina. The intelligent farmer is asking with a seriousness never before manifested, "What steps can our community take to make ours a better school; what can we do toward preparing our children for better and more efficient citizenship; why should not our rural children have just as good opportunities as the urban children?" When a sufficiently large number of our farmers begin asking these questions, North Carolina will build up a school system that will stand at the topmost rung of the educational ladder of the United States. But, to build a great and lasting educational system, there must be unity of purpose along all lines. The country and town must come together for the betterment of the child, morally, physically, industrially, and intellectually. Let us now turn to some of the actual conditions that exist in North Carolina.

The Rural Schoolhouse

At the end of the school-year 1921-1922 there were in the state 7,323 rural schoolhouses, 5,014 of which were for white children and 2,309 for colored children. Few of the schoolhouses for the whites and less than half of the schoolhouses for the colored are more than twenty years old, for, since 1900, 5,270 new rural schoolhouses for white and 1,400 for colored children have been erected. It might, therefore, be expected that at least the rural schools would have good plants, and that approximately half of the colored schoolhouses would be of recent design. This, however, is not the case. For, from the revival of interest in public education after 1876 until very recently, the paramount question before rural school authorities has been not how well but how cheaply building could be done.

Of the 7,333 rural schoolhouses in 1922, nearly 50 percent, or 3,299, were one-room schools; nearly 35 percent, or 2,516, were two-room schools; 10 percent, or 732, were three-room schools, and 10.5 percent, or 786, were schools of four or more rooms. In other words, one-half of all the schools of North Carolina are one-teacher schools and more than three-fourths are either one- or two-teacher schools.

These figures should be sufficient to convert the ordinary thinking man to some kind of change. But the trouble is, that most of the people that have arrived at a realization of our educational needs live in the towns and cities, and have not thus far considered the rural problem their problem. The rural

school holds the mirror up to the rural community and reflects the real value of its life with almost unerring accuracy. Consequently, before the best physical school conditions can be obtained in the majority of our rural districts, an entire social and mental revolution will have to be brought about, and it will have to be done chiefly through the influence of outsiders.

The Rural Teacher

Almost three-fourths of all the children in North Carolina attend the rural schools. The total white school population in 1922 was 606,912. Of this number 468,761 were in the rural schools. We immediately conclude that since this is true the rural districts are entitled to the very best teachers. But they do not get them. Of the 15,254 teachers in North Carolina 11,929 teach in the rural schools. Of these rural teachers 7,995, or 55 percent, do not hold certificates as high as Elementary-A. In the cities only 12 percent of the teachers hold certificates below Elementary-A. In other words, the proportion of teachers that do not hold certificates as high as Elementary-A is four and one-half times as large in the country schools as in the city schools. This, of course, is easy to account for. The teacher who really has preparation won't go to a one-teacher school in the country where she has to teach seven grades when she can get work in the city and teach only one grade at a much larger salary. Then, too, the prepared teacher likes to associate with other teachers instead of being confined with country people who are in most instances uncultured. Furthermore, the average prepared teacher doesn't fancy the idea of performing the janitor's duties, as in most cases she has to do in the one- and two-teacher rural schools.

On the other hand, statistics show that seventy-five percent of the rural teachers are willing to sacrifice preparation and remain in the one- and two-teacher schools so long as they are paid any salary at all. They either care little for the welfare of the children or have not come to a realization of their inadequacy. The thing for us to do is to eliminate these small schools by substituting fewer and larger schools, and then say to the poorly prepared seventy-five percent of the rural teachers: "Better preparation means better pay, but, in a few years, poor preparation will mean that you have no job at all." When teachers realize that they can not get work unless they prepare themselves, they will immediately cast off their attitude of laziness and stand preparation.

Rural School Compared With City School

In North Carolina there is a pronounced difference in educational opportunity for the rural child and for the urban child. According to the latest published report of the state superintendent of public instruction, for the school year 1921-1922, seventy-eight percent of the state's entire school enrollment of 753,698 are rural. Only twenty-two percent live in towns and cities.

For that school year the total available school fund for each of the rural children was $20.91, as against $55.09 for each of the children who live in the town or city.

The value of the school property provided for the education of the seventy-eight percent was $17,753,225, or about $30 for each rural child. But, on the other hand, the value of the school property for the twenty-two percent was $17,515,745, or about $100 for each city child. In other words we are spending about three and one-third times as much money on school property for the urban child as we are spending for the rural child.

The annual salary of the teachers of the seventy-eight percent was about $548, as against $998, for the teachers of the twenty-two percent.

The rural child was provided with 125 days of schooling. The city child was provided with 176 days.

We cannot expect the same school results from the rural pupils who have poor school equipment, poorly trained teachers, a short term, and few social advantages that we expect from the urban pupils who have fine equipment, well-trained teachers, a long term, and excellent social advantages.

What Does This Mean?

It means that North Carolina is failing to provide adequate school advantages for four-fifths of her children. It means that rural education has not been standardized. It means that the task requires the highest type of thought. It means that we must immediately begin improvement with the spirit of altruism, seeking no other end than to remedy the educational conditions of 688,280 rural children.

Proposed Questions

A realization of this discrimination against four-fifths of all the school children in North Carolina leads to these questions: How can the seventy-eight percent secure the same educational advantages now enjoyed by the twenty-two percent? How can the rural children be provided with bettter school buildings, better playgrounds, better-trained teachers, richer courses of study, more helpful supervision, and the many other advantages to which they are entitled and which are provided for the children of the town and city?

The Answer Is Consolidation

At the end of the school year 1921-1922, according to the last published report of the state superintendent of public instruction, there were in North Carolina 355 consolidated schools. One hundred and twenty-seven of these schools had four teachers, 78 had six teachers, and 150 had more than six teachers. To make the point more emphatic, there were 20,359 rural children that were receiving practically the same school advantages that the urban children received. But let us not forget that there were 667,921 rural children that were having no share in these advantages, three-fourths of them having to struggle in a one- or two-room building at the feet of an inexperienced teacher. It is their cause that we must plead.

At present the only possible remedy that we can advocate for these deplorable conditions is consolidation. It is being tried in many of our districts and is proving remarkably successful. Consolidation means, as Dr. E. W. Knight expresses it: "The union of small, weak, poorly graded, poorly at-

tended, poorly taught schools into a large, strong, and well graded school, properly located, adequately equipped, and effectively taught by competent, well-trained teachers." Experience has taught us that equally good results can be obtained in the large consolidated school as in the city school. But, on the other hand, the small consolidated school is of little advantage; we should discourage the union of only two one-teacher schools, for the average farmer thinks that when he secures a two- or three-teacher school he doesn't need any larger. If he once gets a three-teacher school he will be slow to change. In the words of Dr. E. C. Brooks: "The best American experience has made it clear that a two-teacher school is but little better than a one-teacher school, and that a three-teacher school is but little better than a two-teacher school." In another place he says: "We are coming to realize more and more that we should strive for a six-teacher school as the smallest type of school that will guarantee really efficient instruction for our country boys and girls."

I do not think, however, that in all cases we should do away altogether with the one-teacher school. I suggest that, if the communities don't want to send their small children to the consolidated schools, a teacher be employed to teach the first three grades at the home school; but in all cases the teacher must be under the supervision of the principal of the consolidated school.

County-wide Plan in the Consolidation of Schools

Experience has shown us that the hit-and-miss method of consolidation is not the best plan. The time is coming when North Carolina will have a state-wide system of public education, but the time is not yet ripe to advocate such an advanced step. Most of the educational leaders to-day think that our attention should be centered on the county-wide plan. This plan would make it possible for every child in the county to attend a good high school.

The county-wide plan of consolidation would do three things: first, it would equalize school advantages throughout the county, giving like advantages to rich and poor; second, it would equalize the tax rate throughout the county; third, it would lower the special school-tax rate in the districts that are at present operating consolidated schools. Several of our counties have adopted this system of consolidation and are today hauling practically all their children to some one or other of these consolidated schools. The plan demands initiative and intelligence on the part of the superintendent and county board of education, and unless the counties get men with these qualities, we can not expect to see much progress made. Every teacher must be under the supervision of the principal of a consolidated school.

Some Advantages of Consolidation

In summing up the advantages, we find the following features favorable to consolidation:

1. Consolidation means a taxable area of from 30 to 50 square miles, which makes the district stronger and financially more effective.

2. It increases enrollment and attendance, and makes attendance more regular.

3. It makes possible the securing of better-trained teachers.

4. Salaries will be increased, and work will be improved with better-trained teachers.

5. The health of the children will be conserved, and community interest will be increased.

6. A better and more efficient course of study will be made possible, including such high-school subjects as agriculture, domestic arts, industrial arts, drawing, music, etc.

7. More time will be given for recitations, school spirit will be increased, and supervision will be made easier.

8. The consolidation of schools makes it possible for the child to receive a good high-school education at home, which will save the parents the expense of sending their children away from home for school training.

9. In other words, consolidation means better training for the child morally, mentally, physically, and socially. It means a longer term at cheaper rates.

10. Finally, it means a high-school education for thousands of rural boys and girls who would otherwise be deprived of it because of their financial condition.

The Transportation of Pupils

One of the first questions that is asked when consolidation is proposed is, "How will the children get to school?" At one time it was difficult to convince people that the transportation of pupils could be made practical. Today, however, the problem is much easier, for, instead of relying on theory for argument, we can present actual facts. Surely the safe and easy transportation of 20,359 children during the year 1921-1922 ought to be sufficient to convince the ordinary man that it will work. In some districts the roads are very bad and it is doubtful whether consolidation should be encouraged. But we may rest assured of this fact, that if they get consolidation, good roads will soon follow. At the rapid pace of road construction in North Carolina, it will be only a short time until good roads will practically cover every part of the state. Some districts can use cars for most but not all of the school year. For those districts, I would suggest that wagons also be provided.

After districts have secured their cars and wagons, their next problem is to find drivers. Great precaution should be taken in making this selection, as the driver has much influence over the children he transports. Almost as much care should be exercised in the selection of a driver as is exercised in the selection of a teacher. In the words of Frank L. Jones, former State Superintendent of Indiana: "I am not in favor of letting contracts for conveying pupils. It is not a matter which can be lumped off to the lowest bidder. It would be as sensible to employ teachers on this basis. It is entirely proper for a trustee or an advisory board, or both, to fix the amount that will be paid and then select the best man for the work at that price."

According to the report of Dr. E. C. Brooks, a five-teacher high school, having an enrollment of 100 or 125 pupils costs no more than a one-teacher school. The per capita cost of both per pupil is $60.

Conclusion

In view of the fact that the consolidated school costs no more than the struggling one-teacher school, and in view of the superior advantages that it offers, would it not be wise for us to attempt to bring to the door of the country home an education that will enable the child to enter upon his competitive life-work and at the same time, if he chooses, prepare him to take up college or university work?

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May 26, 1924.

A STATE-WIDE PROGRAM OF PHYSICAL EDUCATION FOR NORTH CAROLINA

James F. White, Jr., Granville County

Introduction

The early Greeks gave much attention to the nurture and training of children. Their school was a playground, and the chief interest of the pupil was in gymnastics, dancing, games, and play. There was singing, writing, and reading all in the out-of-doors. This training produced the highest type of manhood physically and mentally the world has ever known. The Romans after overcoming the Greeks were determined to adopt their civilization. But they neglected to note that the Greek school was essentially a playground. In their haste to absorb the Greek ideals, their schools neglected the physical side and devoted their attention to the intellectual development. The Roman school was thus pretty much of a "grind" to its pupils.

Likewise in the middle ages play activities were kept from the school, and even up to the beginning of the nineteenth century. Taking the play-time period from the child deprived him of his richest heritage.

The results of our recent drafts have made us conscious of the defects which exist in our physical manhood. From 33 to 45 percent of the men who were called were physically unfit. Out of 75,500 examined, 55,000 were sound enough for the government to take a chance on, but many of these were unfit. Three thousand five hundred of the men rejected were refused because of tuberculosis, nervous disorders, and diseases of the heart, of the blood vessels, and of the digestive organs, most of which could have been prevented by proper hygienic living and physical exercise. Twelve hundred and twenty-five were rejected because of developmental defects, that is they were underweight or underheight, of poor muscular development, or had small chest measurements. Proper feeding and regular vigorous physical exercise would have prevented such defective development.

If the percentage of men below par is so great, what must be the percentage among women, who are confined indoors more than men and take less vigorous exercise, especially during their teens, when they need it most but refrain from taking it for fear of being thought unlady-like. They pass through the period of adolescence without laying the foundation of enduring health.

There are 24,000,000 school children in this country today. Two percent have heart disease, five percent have tuberculosis, five percent have curvature of the spine to a degree needing medical attention, five percent have defective hearing, twenty-five percent have defective vision, thirty percent have adenoids and enlarged tonsils, sixty to eighty percent have defective teeth, and twenty-five percent suffer from mal-nutrition.

What are we to do about this state of affairs? Obviously there is but one answer, we must lay more emphasis on physical education of our youth. Heretofore we have stressed the intellectual side of an education to the neglect of the physical, which is just as important if not more so. For without physical health, mental proficiency is hard to acquire. A pupil sound physically can think more clearly and learn more rapidly. There is no dull, listless expression on his face. We are interested in stamping out animal diseases and improving breeds, but pay little attention to the physical development of our youth, the future standard bearers of civilization.

General Ideas on Physical Education

Many people have the misconceived idea that physical education consists of a number of gymnastic drills or calisthenics, but instead it consists chiefly of natural activities that are spontaneous with the pupil. Physical education is supervised play, including all kinds of games in which the body is active and such sports as wrestling, boxing, swimming, and dramatic or expressive dancing.

Physical education is not primarily concerned with the athletic perfection of the few who engage in interschool competition, but rather with the 95 percent who do not take part in these contests.

Calisthenics do not interest children. To them they are simply a series of mechanical movements that have no interest. Quite naturally they are going to get out of taking this exercise whenever they can. Contrast this attitude with the attitude of children whom we see running to engage in some interesting game, when they are dismissed at recess, and we can see that much more benefit to the child will result if we assist him to play games that he is interested in, instead of laying so much emphasis on drills.

Of course in inclement weather a gymnasium would come in advantageously. But many schools do not have such a playground, and the children are crowded into dirty gymnasia to take drills when they would be much better off if they were running and playing in the sunshine. The hygienic aim is sacrificed to the so-called physical.

Aims. Some of the outstanding aims of physical education may be classified as: 1. Corrective; 2. Preventive; 3. Educative; 4. Hygienic; 5. Recreative.

Corrective. Few children have round shoulders or contracted chests before school age. They sit in a stuffy room for long hours at a time, and move around very little. Therefore they get fatigued and slump down in the seat thus causing round shoulders. The contracted chest is caused by an insufficiency of outdoor exercise.

A physical examination of each pupil will disclose his defects, and the form of exercise needed or best suited to remedy these deficiencies can be given him.

The expression "a well ventilated lung does not contract tuberculosis" is equally as true as the expression "a clean tooth never decays." The tubercular germ usually begins its deadly work in the apex of the lung,

which is not ventilated in ordinary breathing but gets well aired in vigorous exercise. Therefore deep breathing exercise, or plenty of hard playing, such as running, jumping, climbing, vigorous dancing, etc., serves as a preventive for the great plague. Such activities also prevent other diseases.

Educative. The pupil by playing games in which he will have to think and act quickly will develop the habit of thinking and making decisions. It is reasonable to conclude that this will help him when he gets ready to study. He will feel refreshed and able to go back to his studies with renewed vigor, energy, vim, and interest.

Physical education also inculcates in the pupil moral and social qualities which will be of great help to him as well as to society. He develops courage, self-sacrifice, devotion, loyalty, and discipline, all of which are necessary to the complete fulfillment of responsibilities and obligations of citizens. When a boy plays on a team he gets training in coöperation with and obedience to an equal elected by himself. He acquires the ability to work coolly regardless of all excitement. He gets the feeling of being thoroughly in earnest and doing his best. He learns the necessity of playing according to the rules, and realizes the value of fair-play both in himself and others. The general ideas he gets from his play are transferred to other lines of activity.

The pupil learns games and certain forms of exercise that will be of use to him later in life because they help him to stay fit.

Hygienic. The boy or girl who takes gymnasium work with the idea in his mind, "I hate gymnasium," is not obtaining the hygienic effects designed. It was formerly thought that the mind and body were separate and distinct, but now we know that they are one. Therefore anything harmful to one must needs be harmful to the other. Thus callisthenics cannot accomplish the purpose for which they are instituted, when an antagonistic attitude of mind prevails in the pupil. If an exercise gives enjoyment, pleasure, and happiness, it is beneficial. Therefore we should let the pupil choose his own form of exercise instead of requiring callisthenics.

Recreative. The pupil needs some kind of amusement or pastime. Physical exercise is the best he can get, but to be of most value to him, he must completely forget self and live in the world of imagination.

Some of the states having a physical education law are: Illinois, New York, New Jersey, Nevada, Rhode Island, California, Maryland, Delaware, Alabama, Mississippi. In each the law was passed since 1915. Some other states considering the advisability of such laws are: Massachusetts, Connecticut, Pennsylvania, Nebraska, Ohio, and Colorado.

In California and Rhode Island

Let us examine some of the features of California's and Rhode Island's laws, as representative states. California provides that all pupils enrolled in elementary and high schools, except those excused on account of physical disability, shall take a physical education course prescribed by the school authorities.

The law makes it the duty of the superintendent of schools in every county and city, and of every board of education, board of school trustees, and high school board, to enforce the courses of physical education.

In elementary schools the law requires twenty minutes each school day and in secondary schools two hours each week for this course.

It also requires that if the number of pupils in a given school system is sufficient there shall be employed a competent supervisor or such special teacher of physical education as may be necessary. The enactment further requires that a physical-training course be instituted in all state normal schools, and requires completion of the course for graduation.

The sum of $10,000 was appropriated for the purpose of carrying out the provisions of the law.

The present emphasis in California seems to be directed toward the training of teachers, which is without doubt the most important factor in the successful development of a state-wide program of physical education.

The Rhode Island law requires that all children above eight years of age attending the public schools shall receive practice in physical training under such regulations as the state board of education may prescribe. The time required is twenty minutes each day.

Following the enactment of this law, the State Board of Education issued a syllabus for physical education in the schools of Rhode Island. This syllabus is concerned with (1) the provision of a healthy and sanitary environment for pupils; (2) a personal health examination and instruction for each pupil at least once a year by a physician and specialist, and daily inspection by the parent and teacher; (3) class instruction concerning the important facts of physiology and hygiene for all children and all grades; (4) exercises including such motor activities as marching, gymnastics, and supervised play and recreation.

Some outstanding results of physical education laws where tried are: many children who had defective sight, defective teeth, adenoids and tonsils, or diseases of the heart and lungs, have received treatment, thus improving their health. The games and activities in which all took part have developed the children, prevented them from contracting diseases, and retarded the progress of developmental defects. The games and contests have also been of educational value to the pupil in that they have trained him in certain moral and social qualities.

In North Carolina

In North Carolina heretofore we have not placed much emphasis on physical education. A law was passed three years ago requiring that physical education be taught in all schools supported by public funds. This law was to go into effect as soon as a suitable executive could be found to carry out its provisions. An appropriation of $15,000 was made for this work. Since no executive has been appointed this law has never been put into effect.

There is a law in effect providing for physical examination. Every pupil is supposed to get an examination every three years. The law provides $10.00

for every one-hundred pupils enrolled, for the treatment of those having defects. While the law is good so far as it goes, it should be supplemented by a physical education law that will be enforced.

Miss Mary C. Coleman, professor of physical education of the North Carolina College for Women, sent questionnaires to some of the largest and most progressive schools of the state in order to determine the status of physical education for girls. Out of 100 replies only three indicated a definite program of physical education. One school of 600 girls did not require physical education; no activities of any kind were offered. The only coach, a man, devoted his time entirely to the boys. Another school of 575 girls required no physical education; basket ball was the only activity offered and only twenty-five girls participated last year. Fifteen games were played against outside schools; there were no inter-class games scheduled.

While the boys receive a little more physical training than the girls, many of them do not take part in any games or physical activities, and there is not sufficient equipment or large enough playgrounds provided for all of them. Thus we can see the need for a program of physical education in this state that will include all girls as well as all boys, the younger as well as the older.

There is too much stress placed on developing a team to compete with that of another school. The only goal of the physical instructor seems to be to train a winning team. He is not concerned with the masses, but only the ones already in good physical condition and capable of making a good showing against the contestants of other schools. Thus the boys and girls who need exercise, play, and recreation most are the ones who do not receive it. They stand on the side lines, and watch their team play, but go back to class with the same headache and depressed feeling, while in most cases the team is over-worked, with too much exercise.

The University is meeting the need of physical education for all by providing a large class athletic field, and encouraging intra-mural sports. Each dormitory and many of the fraternities send out teams to compete with one another. The high schools should have more inter-class competition, and the primary schools should have more supervised games.

Recommendations

I recommend the following program of physical education for North Carolina:

1. A careful health examination which should include:
   a. Medical inspection.
   b. Mental examination.
   c. Physical examination.
2. A healthful environment in home and school.
3. Instruction in health problems.
4. Physical activity.
5. School credit.

1. Some of the direct results obtained from medical inspection should be: the discovery of physical defects in pupils, the discovery of infectious diseases, and the improvement of sanitary conditions of the school.

If a mental examination cannot be given by a trained psychologist, an examination of the pupil's grades in his studies correlated with his grades in physical education will give a fair index of his nervous and mental health. When a pupil reaches junior high school, he should be given studies in which he is interested whenever possible. This will have much to do with his nervous and mental health, according to psychologists.

Where little interest in games and sports is found, a purely intellectual education is given at great cost, for there is a failure to provide for the muscle hunger of six hundred muscles, activity of which could increase the vitality and functioning of the nerve centers which control circulation, respiration, and nutrition.

Physical examination should include such vital matters as eye-sight, hearing, growth in height and weight, bodily strength, lung capacity, and cardiac efficiency. Every means possible should be used to remedy defects of the pupils. There is no use making the examination unless remedies are applied.

2. A healthful environment should include a school room properly ventilated, with temperature never above 70 degrees. The school room should be supplied with proper natural and artificial lighting systems, and the walls should be so colored as to reduce eye-strain. The desks should be arranged to save eye-strain and to decrease poor posture and deformity. The floors and walls should be kept free from dust.

3. Pupils should be taught to observe unhealthful living conditions and actively to participate in remedying such conditions where found. Use should be made of books on health and bodily functions. This type of work is certainly a part of physical education and should share a part of the time devoted to that course, but it should be taught as simply as possible. Physiology and anatomy should not be taught as tormentors of youth, but as aids in everyday healthful living.

Health habits should be formed, and should be made satisfying. Pupils should be encouraged to improve their own health record and physique. A reasonable and desired outcome of the study of health problems in the school is a general improvement of health conditions in the community.

4. Wherever possible the equipment for physical education should include gymnasium, showers, and playgrounds.

When conditions are at all favorable exercises should be given on the playground even though a gymnasium is available.

When possible one period per day should be given to physical education and health instruction. If local conditions make such a time-allotment impracticable, then, at least two or three periods per week in physical education should be required of all pupils. If the work is dull and lifeless, little good will result; therefore, every effort should be put forth by the supervisor to make the work satisfying and enjoyable.

The types of exercises used should be those which call into vigorous play the large fundamental groups of big muscles. They should be related to the development of vigor, endurance, and power and should be supplemented by exercises of skill, grace, and alertness.

Children and men become courageous, truthful, honest, courteous, manly only by practice. The qualities developed by proper recreational activities should receive group sanction as well as sanction of the leaders. Herein lies the opportunity and obligation of the teachers in character formation. This thought is well expressed in the following extract: "The curriculum of activity both in school and after school should include all pupils, and should be related not only to health, but to right conduct. The qualities of honesty, fairplay, courtesy, cleanness of speech, alertness, promptness, persistency, and manliness should be required of pupils during their activity. Both boys and girls should learn the value of the positive virtues. Dishonesty, unfairness, discourtesy, vulgarity, or profanity should not be tolerated in connection with any activity. Through public and private approbation teachers, coaches, and the community should honor the pupils of vigor and high ideals, and discipline dishonorable tactics."

School credit should not be given unless the total credits required for graduation exceed 16 units.

In conclusion, I should like to mention some of the things we might expect from a properly working system of physical education. There should be better physical condition of our youth, resulting in more rapid progress in their studies. Our future citizens should be in better condition to perform their duties on account of possessing a robust constitution. A great many diseases should be eliminated. The average life of man should be lengthened. There should be fewer asylums for feeble-minded and insane, fewer county homes, fewer penal institutions, thus lessening the burden upon the state in supporting these institutions. The future generation should get more real pleasure from living on account of freedom from many ills now prevalent.

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UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

PUBLIC WELFARE AND THE COMMUNITY

AS IT RELATES TO THE NORTH CAROLINA PLAN OF PUBLIC WELFARE

A STATEMENT FOR

THE NORTH CAROLINA FEDERATION OF WOMEN'S CLUBS

COÖPERATING

The North Carolina State Board of Charities and Public Welfare

The University of North Carolina School of Public Welfare

The Department of Public Welfare of the North Carolina State Federation of Women's Clubs

ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

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INTRODUCTION

The Public Welfare Department of the North Carolina Federation of Women's Clubs has for its particular purpose the coöperation with and the support of the public welfare work being done in North Carolina. This Department of the Federation is especially proud of the work of the State Board of Charities and Public Welfare and is alive to the values and needs of the department which represents them at Raleigh.

This bulletin is submitted with several objectives in view: *First,* that of picturing the North Carolina plan and showing its relationships to our local government and citizenship; *second,* that of summarizing the work of the State Board; *third,* that of pointing out vital needs of today in particular fields of public welfare; *fourth,* that of getting a vision of the work in the future.

Important and necessary information makes up this bulletin. It is a comprehensive bulletin, but it is also short enough to be mastered quickly.

There are several ways in which the bulletin should be used:

(a) In group study, where each member of a group has a bulletin as a text-book.

(b) Individual members of the Federation should see to it that copies are mailed from the University to people in their own community who are interested in the work.

(c) The bulletin should be placed in the hands of leading citizens throughout the State.

(d) County boards of public welfare should be supplied with copies of the bulletin.

(e) Libraries throughout the State should be equipped with several copies.

There are in the State of North Carolina in the Federation of Women's Clubs 289 clubs, numbering 14,672 members, and in addition all of the Home Bureau Clubs in North Carolina, which would give the State Federation a membership of about 50,000. Individual members of the Federation are asked to render a service to the State of North Carolina by acquainting themselves with the facts contained in this bulletin and with the need of bigger, better public welfare work throughout North Carolina.

The preparation of this bulletin has been made possible by the coöperation of the University School of Public Welfare under the direction of Dr. Howard W. Odum and of the State Board of Charities and Public Welfare under the direction of Mrs. Kate Burr Johnson, Commissioner of Public Welfare for the State of North Carolina. Its publication has been made possible by the Bureau of Public Discussion of the University Extension Division, through the coöperation of Miss Nellie Roberson. As chairman of the Department of Public Welfare in the State Federation, I wish to thank all of those who have helped make this bulletin possible for the club women and leading citizens of North Carolina.

Respectfully,

MRS. WILLIAM T. SHORE.

PUBLIC WELFARE AND THE COMMUNITY

NEWER IDEALS OF GOVERNMENT

In the story of human progress few tendencies have been more marked and more successful than those tendencies of government to change from old forms of autocratic or dominant types to new forms of democratic and serving government. The results of such an evolving institution have been marked by the enlarged service of town and county and state and nation to its citizens in contrast to the old single idea that government consisted solely or largely in policing processes. Such changes, of course, involve dangers as well as values. Among the dangers are the concentration of power in centralized government, the duplication of organization, mixed and ineffective administration, and a failure to develop initiative in the local government and to rely upon the citizen for active participation in government. One of the surest ways to avoid these dangers will be found in the organization of government according to clearly defined departments of public service, with corresponding departments in each of the local units of government well coördinated with local participation and control. Such departments are those of public education, public health, public highways, public finance, co-operative agriculture and industry, and others, with perhaps the final and most important of all, the department which enacts the form and spirit of public welfare, thus rounding out the balanced services of government.

PUBLIC WELFARE AND GOVERNMENT

So important has public welfare become in the organization of modern government in a growing complex social and industrial life, alongside isolated rural regions, that it has now come to be recognized as one of the most important functions of state, county and town organizations. In this country every state except three (Mississippi, Nevada and Utah) has established some definite form of organization dealing with public welfare, while almost half of the states have established creditable and definite depart-

ments to take care of the increasing demands of public welfare. So far as evidence is at hand there is no state which is not setting itself to the task of perfecting its departmental organization to keep pace with other aspects of government. Thus public welfare is no longer thought of in the old terms of merely charities and corrections, but as a very essential service toward the development of human adequacy. And one of the tasks which the student and citizen can do best now is that of coöperating in making this new department effective in its work of serving the underprivileged, in its work of preventing deficiencies in the future, and in its work of coördinating the services of other departments, to the end that we may have not only efficiency but economy in all our departments of public service. It is a source of much satisfaction that North Carolina has initiated one of the first of the scientifically organized departments of public welfare, and that both its progress and its present needs are such as to offer almost unlimited opportunity to the citizens of the state to perform a loyal and effective service now much needed in civic affairs.

GOALS TO BE REACHED

The ideals to be sought in departments of public welfare may be clearly set forth in the same way that they have been described in other departments of government. The minimum essentials would seem to be:

1. Each state should have a state board of public welfare, appointed by the governor of the state.
2. Each state should have a department of public welfare, within this board of public welfare.
3. The executive officer of the department of public welfare should be a commissioner of public welfare.
4. The commissioner of public welfare should be a trained leader elected by the state board of public welfare.
5. Within the state department of public welfare there should be at least the following bureaus or divisions of work:
   (a) Bureau of child welfare or children.
   (b) Bureau of mental health or hygiene.
   (c) Bureau of institutional supervision or control.
   (d) Bureau of county or community organization.
   (e) Bureau of rehabilitation or restoration.
   (f) Bureau of education, promotion and publicity.

6. The heads of these bureaus should be appointed by the commissioner of public welfare and confirmed by the State board of public welfare; other members of the staff should be sc appointed.
7. The county should be the unit of work out in the state and each county should have a board of public welfare and an executive officer or staff who shall be trained social workers.
8. Both the state and county plan should provide for close correlation with voluntary agencies and efforts.
9. Each state will, therefore, probably need to combine and reduce and unify certain of its present boards and departments, at the same time that it enlarges its total activities.
10. The entire plan should provide that the state department so organized or perfected will conform to the growing tendency toward better organized central government through effective departments that permit of greater economy and of greater local control in all details of democratic service.

A CHEERFUL OUTLOOK

It is difficult to find any valid objections to the enactment of the minimum standards set forth above. There are difficulties to be overcome, but they are less than have been the difficulties that have faced other departments like the department of education, or even those that have been encountered in the working out of the supervision and control of institutions and of the old charities and corrections. It has been only a little while since county departments of education were incompletely organized and their superintendents were untrained. Even now there are many counties in the United States where county officials give but part time and are untrained for their work. Yet no one is disposed to argue thereby that state and county departments of public education are not attainable. The whole history of public education and its administration is an inspiring example of progress in the effective organization of state and county departments. That public welfare administration must go somewhat in advance of its social constituency is but evidence of its conformity to all social measures, legislation and progress. It may appear a local and temporary difficulty; it is no objection. Finally, the question may be raised: What is the alternative which states shall adopt if not an effective and economical administration of this clearly recognized larger service of government?

THE NORTH CAROLINA PLAN

It is encouraging to the North Carolina Federation of Women's Clubs to find that North Carolina, with its State department organized under the State Board of Charities and Public Welfare, approximates this ideal in theory and with the hard work and coöperation of citizens and civic agencies of North Carolina may approximate it in practice. The description of the North Carolina plan by Mrs. Kate Burr Johnson in the January, 1923, *Annals* of the American Academy of Political and Social Science gives a good picture of the plan:

The North Carolina Board of Charities and Public Welfare is composed of seven members, two of whose terms expire each two years and who serve without pay. They are appointed by the Governor and confirmed by the Legislature. This board in turn appoints a Commissioner of Public Welfare who is the executive officer of the board. The work of the board has been divided into five bureaus to carry out the duties and requirements of the board under the law. These bureaus are County Organization; Child Welfare; Institutional Supervision; Mental Health and Hygiene; and Promotion and Publicity. The work of each bureau includes the following subdivisions:

County Organization:

Coöperation with county boards of commissioners and education.
Promote appointment of efficient superintendents of public welfare.
Appointment of county boards of public welfare.
Standardize county welfare work.
Standardize juvenile court and probation work.
Compulsory school attendance.
Other services.

Institutional Supervision:

State and county penal institutions.
Outdoor Poor Relief.
County Homes.
Other services.

Child Welfare:

Administration of Mothers' Aid.
Inspect and license child-caring institutions, agencies and maternity homes.
Aid to children's institutions.
Supervision of institutions for children.
Aid in case work.
Child-placing services.
Other services.

Mental Health and Hygiene:

Services to juvenile courts.
Juvenile and other defectives and delinquents.
Adults with social deficiencies.
Exceptional children.
Inspection of state and private institutions for the mentally defective and the insane.
Special problems in psychopathology.
Other services.

Promotion and Publicity:

Public Welfare Progress.
Special bulletins.
Programs for coöperating organizations.
Summer institutes of public welfare.
News and feature stories to newspapers.
Other services.

The State Superintendent of Public Instruction, the State Health Officer, and the Commissioner of Public Welfare form a State Child Welfare Commission, whose duty it is to enforce the child labor laws, the law providing for seats in certain mercantile and manufacturing plants, and the sanitary regulations. The county superintendent of public welfare is the authorized local agent of this commission.

THE COUNTY UNIT

Just as the State has a well organized plan with its department and bureaus functioning each in its own special field, so the North Carolina plan provides for a county unit with similar

definite functions. If we classify the duties of the county superintendent of public welfare in a way similar to the above bureau division we should have the following:

County Administration and State Coöperation:

To maintain an office and keep all records necessary for the success of the work.
To act as secretary of the county board.
To act as agent for the state board.
To inspect county institutions, jails, convict camps.
To act as agent of the child welfare commission.

General Child Welfare Work:

To look after the child in danger of dependency, delinquency or neglect.
To exercise oversight of children placed out by the state or placing agencies.
To look after all other needs of children and youth in the county.
To give aid to families wherever expedient.

Charities and Corrections:

To investigate relief cases and advise as to expenditure of poor funds.
To supervise and help persons discharged from hospitals for insane, state prisons or other institutions.
To look after persons on parole from institutions.
To help the unemployed find work.
To study conditions and sources of poverty.

Probation and Juvenile Court Work:

To act as chief probation officer for delinquent youth and to become the guardian of children in need of guidance.
To develop the system of juvenile courts.
To act as chief probation officer where there is more than one.
To study conditions and sources of delinquency.

School Attendance Work:

To act as chief school attendance officer.
To lead families to appreciate education and coöperate with the school.
To enforce the compulsory education law dealing with cases beyond the control of the school officials.
To coöperate with school officials.

Community Organization:

To assist in correlating all community agencies.
To encourage organization of other needed volunteered agencies.
To enforce laws relating to amusement places.
To promote wholesome recreation for the community.

THE PRESENT COUNTY ORGANIZATIONS

The following figures give the organization of the State in regard to public welfare work as of November, 1924:

Whole time Superintendents	45
Part time Superintendents	10
Superintendents of schools serving	45
	100

Of the 55 counties included in the first two items 29 are mandatory because of population and two are mandatory by special statute, showing at least fourteen full time superintendents in counties where it is not mandatory. The present roster for North Carolina is as follows:

Alamance	P. H. Fleming	Burlington
Alexander	C. H. Gryder, Supt. of Schools	Taylorsville
Alleghany	J. M. Cheek, Supt. of Schools	Sparta
Anson	R. W. Allen, Supt. of Schools	Wadesboro
	Miss Mary Robinson, Assistant	Wadesboro
Ashe	J. O. Goodman, Supt. of Schools	Beaver Creek
Avery	Mrs. F. A. Edmondson	Newland
Beaufort	H. B. Searight, Part time	Washington
Bertie	Herbert W. Early, Supt. of Schools	Windsor
Bladen	F. Q. Barbee, Supt. of Schools	Garland
Brunswick	D. E. Robinson	Supply
Buncombe	A. W. Rymer	Asheville
Burke	R. L. Patton, Supt. of Schools	Morganton
Cabarrus	J. Herbert Brown	Concord
Caldwell	Miss Florence Boyd	Lenoir
Camden	L. L. Stevens, Supt. of Schools	Indian Town
Carteret	Alvah Hamilton	Morehead City
Caswell	Robt. W. Isley, Supt. of Schools	Yanceyville
Catawba	Chas. E. Hefner	Newton
Chatham	Geo. H. Lawrence, Part time	Chapel Hill
Cherokee	A. L. Martin, Supt. of Schools	Murphy
Chowan	R. H. Bachman, Supt. of Schools	Edenton

Clay	A. G. Bell, Supt. of Schools	Hayesville
Cleveland	J. B. Smith	Shelby
Columbus	J. H. McIver, Supt. of Schools	Whiteville
Craven	Mrs. R. Hunter Smith	New Bern
Cumberland	J. A. Martin, Jr.	Fayetteville
Currituck	Miss Maude C. Newbury, Supt. of Schools	Currituck
Dare	Miss Mabel Evans, Supt. of Schools	Manteo
Davidson	J. W. Dickens, Jr.	Lexington
Davie	E. P. Bradley, Supt. of Schools	Mocksville
Duplin	Horace Stewart	Wallace
Durham	W. E. Stanley	Durham
	Miss Margaret Clark, Assistant	Durham
Edgecombe	Miss Georgia Henry (acting)	Tarboro
Forsyth	A. W. Cline	Winston-Salem
	Miss Margaret Brietz, Assistant	Winston-Salem
Franklin	E. C. Perry	Louisburg
Gaston	Miss Fay Davenport	Gastonia
Gates	J. M. Glenn, Supt. of Schools	Gatesville
Graham	J. H. Moody, Supt. of Schools	Robbinsville
Granville	J. E. Jackson	Oxford
Greene	J. H. Workman, Supt. of Schools	Snow Hill
Guilford	Mrs. Blanche C. Sterne	Greensboro
Halifax	J. B. Hall	Scotland Neck
Harnett	Miss Mame F. Camp	Lillington
Haywood	F. L. Safford, Supt. of Schools	Waynesville
Henderson	John E. Creech	Hendersonville
Hertford	N. W. Britton, Supt. of Schools	Winton
Hoke	W. P. Hawfield, Supt. of Schools	Raeford
Hyde	G. M. Guthrie, Supt. of Schools	Swan Quarter
Iredell	W. W. Holland	Statesville
Jackson	T. B. Cowan	Webster
Johnston	H. V. Rose	Smithfield
Jones	Manly Fulcher, Supt. of Schools	Trenton
Lee	E. O. McMahan	Sanford
Lenoir	Rev. G. B. Hanrahan	Kinston
Lincoln	L. Berge Beam, Supt. of Schools	Lincolnton
Macon	M. D. Billings, Supt. of Schools	Franklin
Madison	Homer Henry, Supt. of Schools	Marshall
Martin	R. A. Pope, Supt. of Schools	Williamston
McDowell	Miss Mary M. Greenlee	Marion

Mecklenburg	M. M. Grey	Charlotte
	B. L. Baker	Charlotte
	Mrs. Marion Munn	Charlotte
	Hattie Russell (colored)	Charlotte
Mitchell	Mrs. A. E. Gouge	Bakersville
Montgomery	J. S. Edwards, Supt. of Schools	Troy
Moore	Miss Lucile M. Eifort	West End
Nash	Mrs. Anne H. Ditto	Nashville
New Hanover	Chas. O. Baird	Wilmington
Northampton	P. J. Long, Supt. of Schools	Jackson
Orange	Geo. H. Lawrence, Part time	Chapel Hill
Onslow		Jacksonville
Pamlico	T. B. Attmore	Stonewall
Pasquotank	Mrs. Anna B. Lewis	Elizabeth City
Pender	T. T. Murphy, Supt. of Schools	Burgaw
Perquimans	Chas. Whedbee, Supt. of Schools	Hertford
Person	Mrs. J. A. Beam, Supt. of Schools	Roxboro
Pitt	K. T. Futrell	Greenville
Polk	E. W. S. Cobb, Supt. of Schools	Columbus
Randolph	T. F. Bulla, Supt. of Schools	Asheboro
Richmond	O. G. Reynolds	Rockingham
Robeson	Miss Elizabeth Frye	Red Springs
Rockingham	Miss Elizabeth Simpson	Wentworth
Rowan	Mrs. Mary O. Linton	Salisbury
Rutherford	R. E. Price, half time	Rutherfordton
Sampson	D. W. Christenson	Clinton
Scotland	L. M. Peele, Supt. of Schools	Laurinburg
Stanly	Z. V. Moss	Albemarle
Stokes	J. C. Carson, Supt. of Schools	Germanton
Surry	C. G. Robertson	White Plains
Swain	N. E. Wright, Supt. of Schools	Bryson City
Transylvania	T. C. Henderson, Supt. of Schools	Brevard
Tyrrell	W. F. Walters, Supt. of Schools	Columbia
Union	F. H. Wolfe	Monroe
Vance	Mrs. W. B. Waddill	Henderson
Wake	Mrs. T. W. Bickett	Raleigh
Warren	J. Edward Allen, Supt. of Schools	Warrenton
Washington	J. W. Darden, Supt. of Schools	Plymouth
Watauga	Smith Hagaman, Supt. of Schools	Boone
Wayne	J. G. Tyson	Goldsboro
Wilkes	D. E. Sebastian	Hays
Wilson	Jas. T. Barnes	Wilson
Yadkin	J. T. Reece, Supt. of Schools	Yadkinville
Yancey	W. O. Griffith, Supt. of Schools	Burnsville

THE EVOLUTION OF THE PRESENT SYSTEM

By evolution we usually mean a slow and gradual development over a very long period of time. This is certainly not the case of the public welfare system in North Carolina as we now have it. It was rather volcanic in its development for it burst upon what was as far as public welfare work was concerned practically a sleeping state and it was some time before North Carolina really understood what had been opened to it. The old North Carolina Board of Public Charities which preceded the new system and existed from 1868 until 1917 should not be overlooked, but it had functioned in a limited way. It is also true that a small group of interested citizens, headed by "the father of public welfare in North Carolina", Mr. A. W. McAlister, of Greensboro, had been conferring and planning for some time before the new plan materialized, and its materialization was due to their plans and efforts. But the transformation was sudden and so sweeping and the new plan so big that it caused as much or more comment abroad than it did at home.

The present system was projected in an address by Mr. McAlister before the North Carolina Conference for Social Service at its meeting in Charlotte in 1916. In a letter written more recently Mr. McAlister says: "I got the idea of the 'county as a unit' as suggested of public welfare from an address of H. A. Halbert which fell into my hands by the purest accident. I was so impressed with the idea of the 'county as a unit' as suggested in this address of his that I wrote him and we had a considerable exchange of ideas on the subject by correspondence. In fact, he sent me a copy of a bill which he and others had tried to get through the Legislature of Missouri, I think it was, and had failed. The bill which he prepared for this state did not follow the Missouri bill in any essential particular except the county unit idea. The Charlotte convention of the conference referred my suggestion to the executive committee of the conference, of which I was a member. At the first meeting I had almost no support, as the majority of the committee were conservatively inclined and I think regarded the plan as rather impracticable and visionary. At that meeting, recognizing the decision would be

adverse if insisted upon at that time, I asked that the matter be referred to a special committee with instructions to make an exhaustive study of the proposition and report to a later meeting. The members of the sub-committee, after a thorough study of the matter, were completely convinced and when they went back to the executive committee with their report the plan was adopted. The next step was to sell the old State Board of Charities, which was functioning rather feebly, the idea of its absorption into the contemplated State Board of Charities and Public Welfare. The members of the old State Board of Charities cordially welcomed this idea, and the way was clear so far as they were concerned. The next step was to get the endorsement of the plan from as many religious organizations of the state as possible. I recall that we had the endorsement of the State Sunday School Association, the State Convention, Conferences of Synods of a number of the churches, Y. M. C. A. and the Y. W. C. A., all of which were helpful with the Legislature. We were fortunate at this time in having a socially-minded leader in the Legislature. He was Mr. A. M. Scales, of this county, Guilford county. The credit of putting the thing through the Legislature belongs largely to him."

In 1917, the year after Mr. McAlister made his initial speech to the North Carolina Conference for Social Service, the Legislature passed the state-wide public welfare act. The State Board of Charities and Public Welfare was created with powers and duties larger than those of the old North Carolina Board of Public Charities. The county commissioners were given power to create county boards of public welfare and also to elect a county superintendent of public welfare. The law as it related to the counties was purely permissive and only two counties were really organized for the work at that time.

It was in the Legislature of 1919 that the mandatory act was passed which caused the organization of every county in the state for public welfare. A county board of public welfare consisting of three persons was appointed in every county. In counties of 25,000 or over (later amended to read 32,000) a superintendent of public welfare was required. In all other counties where the

commissioners failed to elect a superintendent of public welfare, the superintendent of schools was required to serve as ex-officio welfare officer. The state-wide juvenile court act was passed creating a juvenile court in every county with the clerk of the Superior Court as judge. Thus the machinery was created by which the whole program of public welfare in the state could be carried on.

SPECIAL DIFFICULTIES TO BE OVERCOME

It must not be understood from the foregoing paragraphs that, although North Carolina has the organization and basis for an effective system, there are not, nevertheless, many difficulties in the way of progress and many obstacles to be overcome before the state shall reap its full benefit from this well thought out and well organized plan. Many of these difficulties are apparent, and among them are:

Lack of Understanding: Social organizations throughout the country are rather well informed about the North Carolina plan of public welfare but many of the folk in the counties in this state have a comparatively feeble idea as to what public welfare is. There are, of course, exceptions to the rule, but the greatest obstacle to the progress of public welfare work in North Carolina is ignorance, or lack of understanding, of the objects and methods of this work.

Certification: A plan of certification should be established whereby the qualifications in regard to character, experience and training of persons wishing the office of county superintendent of public welfare might be certified by the State Board of Charities and Public Welfare before these persons apply for the position, thereby obviating the possibility of embarrassment that might result from the Board's approving or rejecting the appointee after election by the county commissioners.

County Boards: The lack of executive authority of county boards of public welfare now presents a difficulty in getting the right kind of people to serve on the boards.

Partisan Politics: Although partisan politics has not been a serious difficulty yet it has appeared in a few instances when a

political debt needed to be paid. The State Board of Charities and Public Welfare does not believe that politics should have any place in the care of the unfortunate.

High Taxes: "High taxes" is a constant cry. However, the State Board of Charities and Public Welfare never enters the controversy in a defensive way except to explain that public welfare work is not the cause of high taxes. A chart which has been prepared in the office of the Board shows that the highest tax for public welfare paid in any county in North Carolina is 14 cents on the thousand dollars worth of property, and the state average is .067 on the thousand dollars.

Lack of Trained Workers: While the public welfare program in North Carolina has been in operation for five years and the standards of welfare officers have been raised considerably by education and experience, trained executives are still lacking in sufficient numbers. Most of the public welfare workers in the State were trained for other professions since welfare work was not open to them during their training period.

THE LARGER TASKS AHEAD

With the increasingly effective organization of the state and county departments, with the increasing number of trained workers, and with a continuous increase of knowledge concerning the work and confidence in its accomplishment, through the coöperation of all factors concerned, the State Board of Charities and Public Welfare through its executive staff is setting itself vigorously to the attainment of its major functions, as outlined above as county organization, institutional supervision, child welfare, mental health and hygiene, promotion and publicity, each of which comprises a number of activities. The work of county organization has already been listed in describing the present status of the county unit plan in North Carolina. No better starting point for pointing out the scope and needs of the present can be found than in the Bureau of Child Welfare which has two main divisions, Mothers' Aid and Children's Institutions. The brief

story of the present condition and future needs of each of the activities of the State Board of Charities and Public Welfare will be begun with a discussion of Mothers' Aid.

MOTHERS' AID

Although North Carolina was the 41st state to pass a Mothers' Aid law it is one of the few states administering the law on a state-wide basis and meeting county appropriations dollar for dollar. The $50,000 granted by the Legislature of 1923 was apportioned to the counties on a population basis. Fifty-seven counties have active cases. Most of these counties have used their quotas in full or will do so before the 1925 Legislature meets and have mothers waiting for aid. The fund for the 43 counties not taking advantage of their quotas stays in the State Treasury. These quotas cannot be transferred to other counties.

Mothers' Aid is an attempt to provide every child a home with its own mother. The mother, in order to be able to receive this financial help from county and state must be a woman of character, ability, and health sufficient to maintain a home and train her children; who has lost her husband by death, desertion, insanity, or crime; who has children under 14 years of age and who lacks sufficient means to care for them.

Any mother who thinks herself eligible may make application for aid through her superintendent of public welfare. He then visits the mother, talks to her neighbors, her doctor, her preacher, the children's teachers, relatives on each side of the family, and submits his findings in writing to his county board of public welfare.

This board, made up of socially-minded men and women, is required by law to go into the merits of the case, investigating personally if they so desire, and to refuse the case or approve it, suggesting the sum needed, monthly, by the mother to maintain and improve her standard of living. With the approval of the county board the case goes to the county commissioners who decide upon the amount to be granted.

The case is then forwarded, in duplicate, to the State Board of Charities and Public Welfare. The Director of Mothers' Aid

goes over the application carefully and if everything is in order, approves the case, returning one copy to the county superintendent for filing. If the information given is not sufficient the State may ask for further information, may offer suggestions as to needed improvements in housing, health, etc., or increase in appropriation.

The average Mothers' Aid family consists of four children, living with a widowed mother 35 years old in a four room cottage in the country on a Mothers' Aid appropriation of $19.12 a month, plus milk from her own cow, eggs from her own hens, vegetables, fruits, and meats of her own growing.

A mother with one child can receive a maximum of $15.00 a month; two children, $25.00, and five children, $40.00. With the well known high cost of living even the maximum goes only a short distance, but it means a great deal.

Space is not available now for excerpts from letters of mothers who have been receiving aid for several months, to show how thrifty and sensible they have been in their expenditures and how bravely they have fought to keep their children with them, and how grateful they are to their state and counties for considering them citizens employed to rear citizens in their normal environment, a good home.

Since the law went into effect 243 mothers have been granted aid. Of these 19 have been removed from the list because of various reasons—9 widows have remarried, 2 moved out of North Carolina, 2 for immorality, 2 because of death, 1 mother became self-supporting, 1 deserting husband returned home, 1 mother secured a belated government pension,—and 1 secured more aid from the Thomasville Mothers' Aid fund than she could get under the state law.

The State Director has visited every county administering Mothers' Aid and has been in two-thirds of the homes. With few exceptions the mothers are fine, capable women. The large majority have a grammar school education and realize the value of school for their children. Most of the mothers need help in food

planning, in keeping accounts, in caring for their own and the children's health. They want to live better, more wholesomely, but lack the knowledge and the time.

The great need is more money. More money in the state for individual mothers and for trained visitors to supervise the work, more money in the counties in order that county superintendents of public welfare may have sufficient office help to do their part of the work thoroughly.

INSTITUTIONS FOR CHILDREN

Institutions for Dependents: It is the duty of the State Board of Charities and Public Welfare to license and visit duly approved public and private institutions caring for children. It also refuses to license any that are not properly established and well-equipped to receive and care for children.

At present there are twenty-two private and two semi-private orphanages in the state. The semi-private are the white and colored orphanages at Oxford, both of which receive state appropriation.

During the year ending June, 1924, the orphanages of North Carolina cared for 3,618 children. There will be some increase in this number for another year as three of the institutions are enlarging their plants.

The Children's Home Society of North Carolina places children in foster homes with a view to permanent placement and adoption. This does not take place until the family and the child have had an opportunity of living together long enough to determine whether adoption would be satisfactory. There are more homes on the waiting list for the adoption of babies than there are babies to fill them. But the reverse is true of the children over ten years of age.

Following is a list of child-caring institutions in North Carolina:

Alexander Home, Mrs. Fannie Sharpe, Charlotte.

Baptist Orphanage and Kennedy Home, Rev. M. L. Kesler, Thomasville.

Buncombe County Children's Home, Miss Emma Donoho, Asheville.

Catholic Orphanage, Rev. Geo. Woods, Nazareth.
Christian Orphanage, Chas. D. Johnston, Elon College.
Eliada Orphanage, Rev. L. B. Compton, Asheville.
Falcon Orphanage, J. A. Culbreth, Falcon.
Freewill Baptist Orphanage, C. G. Pope, Middlesex.
Grandfather Orphans' Home, J. W. Holcomb, Banner Elk.
I. O. O. F. Home, Chas. Warren, Goldsboro.
Juvenile Relief Home, Mrs. Geo. Norfleet, Winston-Salem.
Memorial School (Colored), Rev. J. W. Poindexter, Winston-Salem.
Methodist Protestant Children's Home, H. A. Garrett, High Point.
Methodist Orphanage, Rev. A. S. Barnes, Raleigh.
Mountain Orphanage, R. D. Bedinger, Black Mountain.
Nazareth Orphanage, Rev. W. I. McNairy, Crescent.
Oxford Orphanage (Colored), H. P. Cheatham, Oxford.
Oxford Orphanage, R. L. Brown, Oxford.
Presbyterian Orphans' Home, J. B. Johnston, Barium Springs.
Pythian Home, C. W. Pender, Clayton.
St. Ann's Orphanage, Sister Mary Clare, Belmont.
Thompson Orphanage, Rev. W. H. Wheeler, Charlotte.
Wright Refuge, Miss Alice Pirie, Durham.
North Carolina Children's Home Society, J. J. Phoenix, Greensboro.

Institutions for Delinquents: There are two institutions supported by the state that care for delinquents. These schools are correctional in their nature and do all they can to make good citizens out of the boys and girls. In addition to the regular work in the elementary grades and high school, special emphasis is given to vocational training.

The Jackson Training School, C. E. Boger, Superintendent, Concord: This school established in 1909 receives boys under sixteen years of age from the juvenile courts. It is supported entirely by the state, although counties and organizations have erected cottages. Twelve cottages are now in use and two more ready for occupancy as soon as sufficient funds for maintenance are available. These cottages approximate the family home in that the small group lives in a cottage and goes outside to school and to work. Special emphasis on vocational work is given by teaching boys printing, dairying, farming and work in wood-

shop and shoe-shop. At present there are 396 boys being cared for and with the opening of the two new cottages it will be possible to care for 450 boys.

Samarcand Manor, Miss Agnes McNaughton, Superintendent, Samarcand: The act creating this institution for delinquent white girls is somewhat different from that creating the Jackson Training School as it provides that girls may be admitted to the institution by order of court or by voluntary application of the individual, whereas boys are committed to Jackson only by the juvenile court. The law does not set any definite age limit for admission to Samarcand, but due to many urgent cases and the limited accommodations it has been necessary for the board of trustees to make the age limit sixteen in order to care for juvenile delinquents.

This school, established in 1917, is also built on the cottage plan but has never received any from the counties. There are five cottages now in use and one in process of construction. The school work ranges from that of the first grade through that of the tenth with special emphasis on vocational education. Classes in home economics, basketry, and millinery alternate with the classes in academic subjects. The girls have opportunity to put these lessons into practice in their cottages. The girls do most of the work on the farm, caring for the cows, pigs and chickens. They also have a garden that supplies the tables in winter as well as in summer.

At present there are 210 girls at Samarcand and if the next Legislature makes the appropriation that the board of trustees has asked for, the institution will be able to care for 350 girls.

Morrison Training School for Negro Boys, Hamlet: The General Assembly of 1923 passed a bill authorizing the establishment of an institution for delinquent colored boys. The building has recently been erected and the school will probably open within a short time. It will be supported entirely by the state.

Eastern Carolina Industrial School for Boys, Rocky Mount: This school was authorized at the 1923 session of the Legislature. The site has been selected but the buildings have not yet been erected. They will be built near Rocky Mount.

CHILD PLACING

Another important aspect of child welfare work is that of child placing as opposed to institutional services. Child placing on a state-wide basis is officially in the hands of the Children's Home Society of North Carolina. This is a private agency, incorporated under the laws of North Carolina, and managed by a board of directors. Mr. John J. Phoenix is Superintendent.

Dependent and neglected children in any county in the state are eligible for commitment to this society, through the judge of the juvenile court, if they are normal mentally and physically. At the receiving home in Greensboro the idea is to examine the child physically and mentally; to provide needed treatment and to study the individual child with a view to its placement in a permanent home. The society goes further and investigates the home that is applying for the child; attempts to fit the child to the home and to supervise it in the home; if necessary, to remove it from that home and try a new environment in another home. The Children's Home Society is doing good work on inadequate funds. It is greatly in need of more field workers for home finding and supervision. According to the state law the clerk of the court, acting as judge of the juvenile court, has the right to commit children to temporary or permanent homes. Many of the county superintendents of public welfare use this method of child-placing, except in cases where it seems best for the child, to remove it entirely from its old environment.

Many of the children reported to superintendents of welfare need temporary rather than permanent care. In cases where the mother needs sanatorium treatment a home may be needed for the children for six months or a year. Often children whose mothers have died need homes for two or three years only, as the fathers frequently marry again. Sometimes relatives live at a great distance and a child needs a home until they can be located. A problem child may need to get away from an apparently good environment for several months. In all such cases it is not fair to the child to put the machinery of permanent placement in motion and then have to reverse it in a short time.

The state is in great need for an agency for child placing on a temporary basis. The work needs standardizing in the counties—whether this field should be taken over by the State Board of Charities and Public Welfare and a special child placing agent appointed, or whether the Children's Home Society should increase its activities to take care of this need is a matter for consideration.

CRIPPLED CHILDREN

The North Carolina Orthopedic Hospital was opened in July, 1921. Even the first year's operation proved the need of such an institution to be so urgent that the legislature of 1923 increased the previous appropriation. Any child in North Carolina under sixteen who is a cripple can be examined at the State Hospital, and, if found in need of the treatment there provided, can be admitted. At present there is no ward for colored children. This need must soon be met. The State Board of Charities and Public Welfare learning through the number of requests that came in to the office, that the work of the hospital was too new to be well known, decided to make a State Census of crippled children, in connection with the State Department of Vocational Rehabilitation. Through this census, in October, 1922, the names of seven hundred children were obtained.

So many of these children were at such a great distance from the hospital, and so handicapped by poverty and ignorance, that some means had to be provided for bringing them in touch with the doctor. Local orthopedic clinics were the solution. At present nine of these have been held at which children have been examined. The Surgeon-in-Chief from the hospital and a representative from the Bureau of Child Welfare of the State Board of Charities and Public Welfare have been present each time. The clinics have been of great benefit, not only to the children attending them, but to their families as well. Parents have learned that nurses and doctors and social workers are just "folks" to whom they can trust their children—confidence between client and doctor is established—money and time are saved, the doctor examines fifty to seventy-five children in a day at one spot, instead of having the fifty or seventy-five with at least one attend-

ant each come to the hospital. At the nine clinics held four hundred and sixty-seven names have been added to the original seven hundred. Other counties will have clinics next spring and summer. Women's Clubs have been of great service in advertising and aiding the state with the clinics. They have furnished lunches, clerical service, cars, and invaluable personal work in persuading parents to take advantage of the opportunities open to their children. Help in this phase of work with crippled children will always be open to club women. It is hoped that in time it will lead to active efforts to secure a vocational convalescent home school for the children treated at the hospital who need several years' treatment, cases of tubercular joints, etc. During these long periods such patients should have the home and school advantages that they cannot get in their meager private homes.

OTHER INSTITUTIONAL WORK

The General Problem: One of the most difficult of all the problems of the State Board of Charities and Public Welfare is that of co-operating with the larger state institutions of public welfare, with the needed amount of supervision and coöoperation on the one hand and the minimum amount of direction and control on the other. The institutional problem is a many-sided one and each institution has its own peculiar problems resulting from the type of person served, the location from which the population is drawn, the amount of financial and moral support given it, etc. There are, however, some conditions that are general and the same remedies may be applied to them.

In the first place, it should always be borne in mind that institutions only care for results of unfortunate social conditions, and we should continually look back along the way by which an inmate of an institution has come, and inquire into the causes of why he has had to be committed to an institution. These causes are various: unsatisfactory economic conditions, poor educational facilities, inadequate programs of public health, public welfare and social and mental hygiene, these are a few of the factors that go into the making of dependents, delinquents and defectives that

institutions must care for. Hence, we should constantly seek to improve the general life of the community by fostering such programs if institutional charges are ever to decrease.

Usually the average person sees an institution as a thing of stone and mortar and the more elaborate it is in structure and equipment, the better satisfied he is that by supporting it he is fulfilling his obligation to the sick, the defective, the delinquent or the dependent. But the average person also has a responsibility for the social conditions of the community that have made the institution a necessity. And the prime essential for the success of any institution is not its material structure or equipment, but the employment of officials with character, training and experience to fit them adequately for their position. And this holds good whether the institution be a jail, an orphanage, a county home, a hospital for the insane, or a school for the delinquent. We are at present rapidly replacing county homes that were a disgrace to the state with modern and frequently too elaborate buildings,—and, in general, employing the same kind of people to run them that have always done so, even when these people are inefficient. There are still county commissioners who let out the county home to the highest bidder.

A certain amount of suitable equipment is necessary, of course. But as a result of experience and investigation, ideas and methods of caring for the unfortunate of various kinds change rapidly. Consequently, it is unwise to put too much money in expensive structures that in a few years may be entirely out of date. Practically all institutions, even hospitals for the insane, are now being built in or broken up into the cottage type, and millions of dollars may be mis-spent in out-of-date congregate buildings. The cottage system in institutions recommends itself because it has been found that trying to care for people with special problems in large groups is unnatural and unsatisfactory.

In establishing an institution, a careful study of the type of person the institution is to serve should be made with a view to building and equipping it to fill the peculiar needs of this type. Many an institution has been built to gratify an architect's ambi-

tion, to provide political jobs, or to do many other things more effectively than to care intelligently and kindly for the sick, the afflicted and the needy.

There are two types of county institutions in some sections of North Carolina that are becoming less and less a necessity and more and more a useless burden on the tax-payer. These are the county homes and the county jails which should be replaced by district homes and district jails. In proportion to the increase in the general population of this state, the population of county homes has been steadily decreasing for thirty years. A number of county homes have only a few inmates. One county home at present has only one. A number of county jails stand vacant or have only a few prisoners annually. Such institutions are a useless burden on the tax-payer when their function could be accomplished more efficiently and with less expense by district institutions.

Prisons and Prison Problems: Organization of the Citizens' Committee of One Hundred in 1922 was one of the most significant forward steps that have been taken in prison reform in North Carolina. This committee is composed of prominent persons in the State who have declared themselves interested in this subject and desirous of studying prison conditions in North Carolina impartially. The purpose of the committee is to educate the public as to these conditions and the need of prison reform and to promote needed legislation.

In 1922 a survey of county jails and chain-gangs in North Carolina was made by Roy M. Brown, head of the bureau of institutional supervision of the State Board of Charities and Public Welfare, and Wiley B. Sanders, now of the School of Public Welfare at the University of North Carolina. A report of this survey which disclosed many conditions needing improvement was made to the Committee of One Hundred by Mr. Sanders and a bulletin containing this report published.

In the General Assembly of 1923, the bills sponsored by the Committee of One Hundred were:

1. To place the State Prison on an appropriation basis.
2. To transfer the criminal insane from the State Prison to the State Hospital for the Insane.
3. To abolish flogging and the use of the dark cell.

Of these, the first two were passed and the third defeated.

In April, 1923, prison reform in North Carolina received fresh impetus by the insistence of the State Commissioner of Public Welfare that there should be full investigation of serious charges made against the prison administration by E. E. Dudding, President of the Prisoners' Relief Society at Washington. This led to announcement by Governor Morrison of a program of prison reform in which were included:

1. Abolition of flogging and the use of dark cells in the State Prison system.
2. Commutation of the sentences of all state prisoners to "indeterminate," that is, the maximum and minimum terms.
3. Recommendation that the county commissioners abolish flogging in their county systems.
4. Instructions to the solicitors to visit the county jails and chain-gangs in their districts and to report to the Governor on their condition.

A campaign of education on prison reform has been carried on in 1922-24 through "Public Welfare Progress", the monthly publication of the State Board of Charities and Public Welfare.

County Homes: A survey of county homes in North Carolina was made in 1922 by representatives of the State Board of Charities and Public Welfare. A summary of this is included in the State Board's biennial report for 1920-22. Questionnaires were sent and visits and mental examinations made in a group of representative county homes. A special bulletin on Poor Relief in North Carolina showing conditions of county homes has been published by the State Board of Charities and Public Welfare.

The General Assembly of 1923 passed a law permitting two or more counties to unite in building a district home for indigent. No progress, however, has been made towards the acceptance of this law by the counties.

Twenty-five new county homes have been built since 1919 or are now under construction. With the exception of two, the cost of these has ranged from $20,000 to $175,000. The aggregate cost is $1,000,000.

In 1921 the number of inmates of county homes in this state was 1,630; in 1922 it was 1,650; in 1923, it was 1,775. However, the number of inmates per 100,000 of the state's population has decreased within every census period for the last thirty years.

The cost of maintenance of county homes exclusive of farm products used in the homes in 1921 was $372,000; in 1922 it was $384,000; and in 1923 it was $403,000.

The cost of maintaining county homes including farm products used in the homes in 1921 was $584,000. Estimated for 1922-23,—in 1922 it was $597,000; in 1923 it was $616,000.

The cost of outdoor poor relief, that is, relief of the indigent who are not confined to county homes, in 1921 was $157,000; in 1922 it was $175,000; and in 1923 it was $196,000. It has been found that much money is wasted in outdoor poor relief because of the lack of proper supervision. As provided by law the superintendent of public welfare should supervise this under the county commissioners.

Institutions for Delinquent Youth: (See Institutions for Children.)

Institutions for Defectives: North Carolina has one institution for the mentally defective, the Caswell Training School at Kinston, of which Dr. C. Banks McNairy is Superintendent. This institution was established by the General Assembly of 1911. It now cares for about 350 inmates. The Legislature of 1923 gave the Caswell Training School appropriation for permanent improvements to bring the school up to a capacity of 400. Insufficient maintenance funds, however, limit the number. There are scores of mentally defective persons on the waiting list of

the Caswell Training School which, despite all its efforts, cannot meet the tremendous problem of the feeble-minded in this state.

Hospitals for the Insane: There are three hospitals for the insane in North Carolina: The State Hospital for the Insane at Raleigh, established in 1848, approximate capacity 1,700; the State Hospital for the Insane at Morganton, established 1875, approximate capacity 1,650; the State Hospital for the Negro Insane at Goldsboro, established in 1880, approximate capacity 1,085.

The General Assembly of 1923 provided more liberally for these hospitals than for any other charitable institutions (with the exception of the appropriation for permanent improvements at the Caswell Training School). However, the number of insane persons in the state is increasing in proportion to the general population. The hospital for the negro insane at Goldsboro is particularly crowded. Provision was made by the last Legislature for buildings at the institutions at Raleigh and Goldsboro to care for the criminal insane who are to be moved from the State Prison where they have been confined.

Special Institutions: The North Carolina Orthopedic Hospital for Crippled Children at Gastonia. One of the more recent state charitable institutions is the North Carolina Orthopedic Hospital for Crippled Children at Gastonia founded in 1909 by R. B. Babington, made a state institution in 1917, and opened for the admission of patients in July, 1921. Dr. O. L. Miller is chief surgeon of this hospital which has a capacity of 60 beds. During the three years since its opening, this institution has cared for 1,572 crippled children, according to its annual report. Besides this, the chief surgeon has been in charge of nine clinics for crippled children held by the hospital and the State Board of Charities and Public Welfare at various towns in the state during 1923-24.

State Institutions Under the Supervision of the State Board of Charities and Public Welfare: The state institutions that come under the supervision of the State Board of Charities and Public Welfare are:

Hospital for the Insane at Raleigh. Established in 1848 through the efforts of Dorothea Dix, who brought about the establishment of hospitals for the insane in 20 states.

State Prison at Raleigh. Established in 1869.

Hospital for the Insane at Morganton. Established in 1875.

Hospital for Negro Insane at Goldsboro. Established in 1880.

Stonewall Jackson Training School for delinquent white boys at Concord. Established in 1909.

North Carolina Orthopedic Hospital for crippled children at Gastonia. Established in 1909.

Caswell Training School for mental defectives at Kinston. Established in 1911.

Samarcand Manor for delinquent white girls at Samarcand. Established in 1917.

Morrison Industrial School for delinquent negro boys in Richmond County. Established by the General Assembly of 1921. Now finished but not opened.

Eastern Carolina Industrial Training School for delinquent white boys at Rocky Mount. Established by the General Assembly of 1923. Not yet complete.

The State of North Carolina also contributes to the support of the Masonic Orphanage and the Orphanage for Colored Children, both at Oxford. These institutions are also under the supervision of the State Board of Charities and Public Welfare.

This list does not include the county institutions and the private institutions that the State Board supervises.

THE NORTH CAROLINA CONFERENCE FOR SOCIAL SERVICE ON PRISON PROGRAM

The prison reform measures advocated by the North Carolina Conference for Social Service, as suggested by the *Citizens' Committee of One Hundred* and adopted during the 1924 meeting in Charlotte, are:

1. That it shall be made legal for two or more counties to unite in building district jails, and that the substitution of district jails for county jails shall be encouraged to take place as rapidly as possible.
2. A state farm colony for women offenders.

3. The abolition of the county convict camps as such and state control of all prisoners.

4. That the State Board of Charities and Public Welfare shall be given power to enforce the rules and regulations already upon the statute books in regard to the care and treatment of county prisoners, and to maintain prescribed standards for county jails and convict camps.

5. That flogging and confinement in cells and dungeons as a method of discipline for prisoners shall be prohibited in all prisons, chain gangs, prison camps, or workhouses in the State.

6. Abolition of the convict lease system for both state and county prisoners.

7. That a wider use and extension of the honor system in county and state prison camps shall be definitely encouraged.

8. That at the expiration of the term of the present board of directors of the State Prison, there shall be elected by the General Assembly upon the recommendation of the Governor, five persons who shall constitute the board of directors of the State Prison. At the 1925 session of the General Assembly all five of these members shall be elected; two for a term of two years, two for a term of four years, and one for a term of six years, and thereafter the terms shall be six years for all; provided that the minority party and both sexes shall always be represented among the appointive members; elections to be by concurrent vote of the General Assembly.

9. That provision be made for the establishment of a more adequate system of prison industries in the State Prison, which would provide vocational training for such prisoners as are capable of receiving it.

10. That the board of directors of the State Prison shall be authorized to employ one or more psychiatrists or psychologists for the examination and classification of all state prisoners.

11. Compulsory education for the prisoners in the State Prison, and the employment of teachers and instuctors for same; said instruction to be during the regular work hours.

12. That the present law relating to the membership of the advisory board of parole shall be changed so that it shall be composed of the following members: The superintendent of the State Prison, the State Commissioner of Public Welfare, a representative from the State Bureau of Labor, and the chief of a bureau of parole of the State Board of Charities and Pub-

lic Welfare, the last named member to act as secretary of the board, provided, however, that the secretary of the board shall have the power to vote.

13. That the same standards of health and sanitation be maintained in city prisons as are required in county jails.

MENTAL HEALTH AND HYGIENE

The establishment of the Bureau of Mental Health and Hygiene as a department of the State Board of Charities and Public Welfare has marked a definite step in the advancement of the work toward better mental health and hygiene in the State of North Carolina. The Bureau has felt that it must perform a twofold function—the one of an educational, the other of a practical nature.

The Bureau has sought to bring to the general public the significance of the mentally subnormal and abnormal individuals as community problems by showing their relationship to poverty (eighty-five per cent of the 126 white inmates of eight county homes were either subnormal or abnormal); to delinquency (showing in cases of individual delinquents the importance of the mental condition—the survey of the population of Samarcand Manor); the school problem; and the minor social maladjustments. It has sought, through family history studies, to emphasize the necessity for preventing the continuation of cacogenic strains.

That the Bureau has done much of a distinctly practical nature is evident from the following summary of the sources from which it has received its cases during the last biennial period:

		No. cases
I. Federal Organizations—		
1. Walter Reed Hospital		1
II. State Departments and Institutions—		
	Cases	
1. State Board of Charities and Public Welfare	97	
2. N. C. School for the Deaf	268	
3. Department Vocational Rehabilitation	1	
4. University of North Carolina	4	
5. State Industrial School for Girls	233	
6. N. C. School of Public Welfare, U. N. C.	1	
	—	604
III. County Organizations and Officials—		
1. Superintendents of Public Welfare		

County	*Cases*		
Alamance	3		
Alexander	1		
Catawba	3		
Davie	1		
Durham	7		
Edgecombe	4		
Forsyth	6		
Guilford	2		
Henderson	10		
Orange	2		
New Hanover	3		
Pender	7		
Vance	1		
Wake	1		
Wayne	1		
Yadkin	1		
		53	
2. School Superintendents			
Chapel Hill	1		
Durham	4		
Elizabeth City	9		
Gastonia	7		
Salisbury	34		
Wilmington	25		
		80	
3. County School Nurses			
Durham County	5		
New Hanover County	1		
		6	
4. Court Officials		1	
5. Health Officers		1	
6. County Homes			
Orange County	6		
Chatham County	8		
		14	
			155
IV. Orphanages and Child Placing Societies—			
1. N. C. Children's Home Society, Greensboro		6	
2. Oxford Orphanage, Oxford		13	
3. Thompson Orphanage, Charlotte		12	
4. Wright Refuge, Durham		32	
			63
V. Miscellaneous—			

1. Red Cross	2	
2. Relatives and friends	13	
3. Personal application of individual	4	
4. Attorneys for individual	1	
5. Secretary of Associated Charities	1	
6. Woman's Club of Raleigh	1	
7. Church Club of Raleigh	1	
8. City Commissioners of Asheville	1	
	—	24
Total		847

The Wake Family: The State Board of Charities and Public Welfare has studied the family history of a feeble-minded woman and a drunkard in North Carolina who are married and have six living children of whom four are now in institutions for the feeble-minded, another has been several times arrested and only one appears to be normal. This study has resulted in producing part of the great body of evidence that would seem to prove that mental deficiency and emotional instability are strongly inherited. The cost of this family to society including cost of institutional care, arrests and sentences, contributions from churches and charitable organizations is estimated to have been $20,000 so far.

The woman had two half-sisters and one half-brother all known to have been mentally defective like herself. Although she is a woman about fifty years old she has a mental age of 8 years. She has been arrested again and again for drunkenness and disorder, has spent six months at one of the State Hospitals for the Insane and has been a life-long recipient of charity.

One of the two brothers of the man was found to have been a drunkard also. The man, who like his wife, has received palliative charity all his life, has served two years in the workhouse, has been an inmate of a county home, has spent numerous months in jail, and now has paresis and is an inmate of one of the State Hospitals for the Insane.

The records of five of the six living children are of marked inability to adjust themselves to environment, with frequent arrests and immorality and with the careers of four closed in institutions for the mentally defective where they continue to be a burden to the state.

ACQUAINTING THE PEOPLE WITH THE NORTH CAROLINA PLAN

Difficulties: One of the most important tasks of the State Board of Charities and Public Welfare in which is needed the coöperation of such groups as the Federation of Women's Clubs is that of acquainting the people of the state with the plans, programs and purposes of public welfare. With only seven years since the reorganization of the old North Carolina Board of Public Charities and the inauguration of the state-wide county system in 1917, public welfare work in North Carolina is still comparatively a new venture. Accustomed for many years to a board of public charities whose work was more or less desultory and largely palliative, the people of this state in general have been ignorant of the aims of the new system, skeptical of its possibilities and unfamiliar with its technique. This situation has been steadily improving, however, and with better understanding of the work, more intelligent people in North Carolina rally to its support. But there is still considerable misunderstanding and ignorance of the real objects of the public welfare work and of its value.

It is the aim of the publicity bureau of the State Board of Charities and Public Welfare to lessen this misunderstanding and ignorance. In order to be really successful, the State Board of Charities and Public Welfare must "get across" to the people of the state whose board it is, upon whom it depends for support and to whom it is responsible. This is being done by means of news and feature stories on interesting aspects of the work sent out to the state press, by the publication of special bulletins and of "Public Welfare Progress", the Board's monthly sheet, by addresses by the Commissioner of Public Welfare and members of her staff, and by summer institutes of public welfare held at the University of North Carolina for two weeks each year in conjunction with the School of Public Welfare there.

Bulletins: Special bulletins on various phases of the public welfare work are published by the Board when they seem pertinent. Recently bulletins have been issued on Juvenile Courts, Laws Relating to Public Welfare Work in North Carolina, Moth-

ers' Aid, and Poor Relief in North Carolina. A bulletin on child-caring institutions is in process of preparation. These bulletins are furnished to interested persons upon request.

"Public Welfare Progress": "Public Welfare Progress" is a four-page sheet published monthly by the State Board of Charities and Public Welfare and sent at present to a mailing list of 6,500. The aim of this publication is to be interesting rather than technical or academic. It is written for the average reader in order to familiarize him with the work of the Board and to interest him in it. It is for free distribution.

Addresses: Addresses by the Commissioner of Public Welfare and other members of the staff of the State Board at meetings of organizations of all kinds in the state represent another important part of the publicity carried on in the interest of public welfare work. It is estimated that during twelve recent months the Commissioner alone has spoken to an average of 1,000 persons a month on the program of public welfare in North Carolina.

Institutes of Public Welfare: For the past five years institutes of public welfare have been held for two weeks each summer at the University of North Carolina under the joint direction of the School of Public Welfare at the University and the State Board of Charities and Public Welfare. At these institutes regular courses of study on subjects relating to public welfare and special lectures by authorities in this field are given. County superintendents of public welfare and other social workers, public and private, in North Carolina and other parts of the South can gather at these institutes for discussion and study of their particular problems.

Programs for Coöperating Organizations: Suggestive programs in line with the State program of public welfare are prepared by the publicity bureau for organizations wishing to coöperate with the State Board of Charities and Public Welfare.

News and Feature Stories to the State Press: News stories about the work of the State Board of Charities and Public Wel-

fare and feature stories about aspects of the public welfare work that seem to call for special attention are prepared by the publicity bureau and sent to the newspapers of the state.

SPECIAL PLANS AND PROJECTS

There is no better way to illustrate both the work and difficulties in the public welfare program than the citation of special examples of problems and projects. These may well be set forth in special stories from some of the different counties. Others may be illustrated in case stories, such as are found at the end of this bulletin and in the previous statement of mental health and hygiene.

Buncombe: The first mental hygiene clinic to be connected with a juvenile court in North Carolina was established in the spring of 1924 in connection with the juvenile court of Asheville, which was reorganized at that time. Dr. Louis E. Bisch, who is a nationally known psychiatrist and who has a private sanitorium at Asheville, is in charge of this clinic. Establishment of such a clinic is in line with the best modern thought on the treatment of the delinquent. It is becoming constantly more widely recognized that delinquency often has its basis in mental deficiency or in some mental twist that can be properly treated only by psychiatry. Asheville's action in establishing this clinic is an encouraging evidence of the increase of the scientific attitude towards the treatment of juvenile delinquents in North Carolina.

Forsyth: Women who are recipients of Mothers' Aid in Forsyth county have been organized in a club which meets once a month at the Y. W. C. A. in Winston-Salem. The club is both a recreational and an educational project. The program includes lessons in sewing and cooking as well as entertainment features. One of the county probation officers was assisted in the organization of this club by the Social Service Department of the Winston-Salem Woman's Club. At each meeting two or three members of the department act as hostesses.

A project in child-care is being carried on by a number of public-spirited women of Winston-Salem under the name of the Juvenile Relief Association. In 1923 they opened a receiving

home for the temporary care of children under six years old. The home is a one-story brick cottage with capacity to care for twenty-five children, and was donated by Mr. W. N. Reynolds. A practical nurse is in charge. No child is to be kept in the home for more than a year. This institution should be of great assistance in placing dependent children.

Harnett: The superintendent of public welfare for Harnett county believes that recreation is one of the best ways to raise the tone of community life and to prevent social maladjustments. Consequently, in her work, she has placed most emphasis upon recreation on a county-wide scale. A county sing attended by choruses from each township and by hundreds of other people has been an annual feature in Harnett for several years. In 1924 a pageant was given in which large numbers of people participated.

Henderson: In Henderson county the superintendent of public welfare arranged to hold a mental hygiene clinic for his county when the psycho-pathologist employed by the State Board of Charities and Public Welfare was asked to come to the county and examine a number of persons who were thought to be mentally defective or otherwise abnormal. By having the exact status of persons in need of help determined, superintendents of public welfare will be in much better position to secure for them the help which will be most effective.

Pasquotank: A Children's Home was opened in September, 1924, in Pasquotank county which is for the temporary shelter of the county's dependent, neglected and delinquent children committed by the juvenile court. Such a home is an indispensable adjunct of a juvenile court that functions properly. Here children are taken out of surroundings too immoral for their proper rearing. Dependent chlidren whose parents have deserted them and for whom there is no one to provide find a temporary shelter in this home as do those committed to state institutions who are waiting for admission. Delinquents are also temporarily committed here. The idea of this Children's Home originated with the superintendent of public welfare for Pasquotank and

received the hearty support of the community. The effectiveness of the juvenile court is greatly weakened when there is no place to which it can commit juveniles for temporary care.

A Mothers' Club was organized by the Pasquotank welfare officer and the county home demonstration agent for the benefit of the women of the mill settlement near Elizabeth City. The club was started primarily to encourage the rearing of better babies. However, it has now become an important part of the social and civic life of the mill community and has an interested and growing membership. A community house has been secured where the club's meetings are held and which has been attractively furnished. The Social Service Department of the Elizabeth City Woman's Club was especially interested and helpful in this enterprise.

Public welfare work among the negroes is organized in Pasquotank county. It is carried on by the negroes themselves under a central committee of their race. It is under the general supervision of the county superintendent of public welfare, but she is seldom called upon to assist.

Vance: The chain-gang and prison camp in Vance are in unusually good condition because of the sort of discipline the intelligent and humane prison superintendent uses, and because of the interest of the county superintendent of public welfare. There is no flogging in this camp and chains are resorted to only in extreme and exceptionally refractory cases. The superintendent of the camp holds up to the prisoner the idea that he is a man and that when he is released he must be a better man than when he went in. The camp is exceptionally clean and the food wholesome. The superintendent of public welfare is actively interested in the prison camp and chain-gang and has been responsible for many improvements.

All the crippled children in Vance county (about 20) have been taken to the North Carolina Orthopedic Hospital at Gastonia, have been examined and treated or fitted with orthopedic apparatus and in many cases are much improved. The superintendent of public welfare carried sixteen to the Orthopedic Hos-

pital at one time. She is now giving her attention to the adult cripples who can be helped by the State Division of Vocational Rehabilitation.

A charity fund was established in 1924 by a public-spirited citizen of Vance to be used for the benefit of specially needy cases found by the superintendent of public welfare in the county. This fund which is based on the income from $15,000 worth of bonds yields $750 annually. An emergency relief fund to which a number of citizens contribute also exists in Sampson county and perhaps in others.

THE FOUR-COUNTY DEMONSTRATION OF PUBLIC WELFARE

In the effort to demonstrate to North Carolina and to many others interested, a plan has been evolved by the State Board of Charities and Public Welfare and the School of Public Welfare of the University whereby a four-county demonstration covering a period of three years is being undertaken to show what can be done in two rural and two urban communities. The plan will provide that the State Board of Charities and Public Welfare and the School of Public Welfare furnish adequate assistance to these counties to make possible a minimum organization, some of the details of which the counties may not deem necessary. Such a plan includes an expert case work supervisor, more assistants in psychiatric social work, assistants in probation and school attendance work, a colored assistant to help work out problems among the negroes, together with other necessary material and equipment. The result of the work ought to show the point at which counties may extend their services to the best advantage and the minimum below which they cannot go in order to reap benefits from the county unit system and state coöperation. This demonstration has been made possible by the coöperation of the Laura Spelman Rockefeller Memorial which is interested, along with the rest of us, in helping determine the relative merits of the North Carolina county plan.

TRAINING SOCIAL WORKERS

As has been pointed out, one of the greatest difficulties in the way of effective work is the lack of trained workers who can see

through the administration of the North Carolina plan and the wishes of the forward-looking counties. This is not different from the problem which faced the county superintendents of schools a few decades ago or the problem which faced the teachers and the educational system before higher standards and certification were introduced. It is, nevertheless, a very vital problem and one that must be worked out before progress can be made satisfactorily. Almost simultaneous with the establishment of the new plan of public welfare in North Carolina, the University established a School of Public Welfare with this particular problem in view. One of the forms of coöperation between the School of Public Welfare and the State Board of Charities and Public Welfare is that found in the institutes previously described. One objective of the four-county demonstration above mentioned is to insure better field work and social laboratory for the students in training at the University. The School of Public Welfare also stands ready to coöperate with the State Board of Charities and Public Welfare whenever it can render service in study, research, or coöperation venture. The beginning of the fourth year of the school finds a very substantial group of students and the effectiveness of instruction and field work is greatly accentuated by the coöperation of members of the staff of the State Board of Charities and of Public Welfare. Another important coöperative act has been the scholarship granted by the State Federation of Women's Clubs awarded each year to a North Carolina young woman preparing for professional social work. Further particulars of instruction may be had from the bulletin of announcements of the School of Public Welfare, University of North Carolina.

COÖPERATION WITH OTHER AGENCIES

Development of the program of public welfare in North Carolina can be greatly increased by coöperation between the state agencies and civic and benevolent organizations, state or local.

The North Carolina Federation of Women's Clubs and Local Women's Clubs: The North Carolina Federation of Women's Clubs and many of the local women's clubs have shown hearty

interest in the public welfare work and the desire to allign their social service programs with the State program of public welfare. The organized women of North Carolina can bring great moral support to the State program and represent one of the most effective channels through which the people generally may become more familiar with it. The social service department of the local woman's club should be one of the chief agencies to which the county superintendent can look for help. Women are quick to see the need and the value of public welfare work and can be counted on to be its friends.

The North Carolina League of Women Voters: The North Carolina League of Women Voters recently joined with the public welfare department of the State Federation of Women's Clubs in making a survey of the juvenile court system in North Carolina, and is putting special emphasis upon the improvement of these courts. -The league is another staunch ally of the public welfare work.

The North Carolina Federation of Business and Professional Women's Clubs: This organization also endorses the public welfare program and gives its support to public welfare legislation before the General Assembly.

The North Carolina Legislative Council of Women: This body which is composed of the three organizations mentioned above and the State Women's Christian Temperance Union, State Parent-Teachers Association, State Nurses Association, and the Woman's Auxiliary of the Episcopal Church in the Diocese of North Carolina, is especially helpful in supporting legislation affecting the public welfare work. It maintains an office and an executive secretary in Raleigh during sessions of the General Assembly.

Churches, Missionary Societies and Woman's Auxiliaries: The churches in North Carolina are manifesting a growing interest in the State program of public welfare, two strong denominations having endorsed this program at their conventions. Missionary societies and women's auxiliaries of the churches represent an important and effective line of co-operation.

Other Civic and Benevolent Associations: Other civic and benevolent association such as the Rotary, Kiwanis, Civitan and Lions Clubs, the Masons, the Odd Fellows, the Red Men, Knights of Pythias, Junior Order, B. P. O. E., have given valuable coöperation to the public welfare work, notably in helping to secure the passage of the Mothers' Aid law and in the work for crippled children.

SPECIAL CASE ILLUSTRATIONS

Two Girls in Jail: While a girl was confined in one of the county jails in this state one of the men prisoners picked the cheap padlock on the door separating her room from the men's quarters and spent the night in her room. The next night he took her into the men's quarters. He now has syphilis as a result of the escapade.

Certain citizens of the county had interested themselves in getting the girl admitted to Samarcand, but when the permission to send her came, the day before the expiration of her jail sentence, it developed that the jailer had already released her. (Samarcand is crowded to its doors, and consequently it is hard to gain admission). The girl is now living with her parents in a wretched hovel.

A woman should have been in charge of this girl while she was in jail. She should now be in an institution for delinquents.

Another jail inmate recently discovered was an insane girl seventeen years old. While she was there a crazy man died in the jail. She heard his ravings and imagined that it was a boy she knew who was being electrocuted in the room next to her. She thought her enemies shot at her at night. She was confined in a dirty little cell in which there was no light after dark. She is now in one of the hospitals for the insane where she should have been sent in the first place.

The jail in which these two girls were confined is filthy and in miserable condition generally.

Children in a County Home: One county home has ten inmates among whom are two children, one a boy about nine years old whose father is in the State Prison for murder and whose mother seems to have deserted her children. The other is a small

child about two years old, with its feeble-minded mother who is also an inmate. A third child, a boy about twelve years old, a brother of the first child mentioned, is also at the home, but is not an inmate. He pays his way by working for the superintendent. Application for admission to an orphanage has been made for these children.

No child should be allowed to stay in a county home, but should be placed in an environment more suitable for his normal development.

Why He Killed Him: An illiterate man and woman lived with their numerous children in an isolated section of this state. The woman did not know the ages of her children. They were growing up in ignorance. The husband often abused his wife. At length the oldest son, a boy about 19 years old, went away to work. Apparently he got new ideas as to how people should live. So when he returned he talked over with his younger brother the abuse their mother had to bear from their father. He said it would have to stop or he would kill the old man. A few days later the man abused his wife again. The boy listened awhile, then motioned for the other members of the family to leave the house. They went. He picked up a sledge hammer that was lying in a corner of the room and knocked the old man on the head.

In order to shield her son, the mother said she had killed her husband. She was arrested and placed in jail. The attention of the public was called to the family for the first time, apparently, and it was discovered that the boy had been carrying a pistol and he, too, was placed in jail. The mother stuck to her story, not even trying to make out a good case of self-defense for herself. As she passed by her son's cell on the way to her trial he called, "Ma, tell the truth. I'm tired of this lying."

The boy was given twenty years in the State Prison.

Here was a boy apparently with no inherent criminal tendencies. The impulse that prompted this murder was, at its basis, a good impulse, that of protecting the abused. We should like to

think that the state has a penal system that will train this boy for good citizenship. We should, of course, punish adequately, but we should consider the individual as well as the crime.

Parental Protection: The mother of a North Carolina girl of fifteen had died and she was living with her father. A man persuaded her to go with him to a neighboring state where the superintendent of her county found her and brought her home. She was placed with her father again and he promised to care for her and protect her until the man could be brought back for trial. After a short time she ran away from her father and went to another town in the state where another superintendent of public welfare found her drifting about. She said she left home because her father was guilty of incest. She is now in Samarcand which is inadequate to care for all the delinquent girls in the state and which should be made adequate to do so.

"God Told Him Not to Work": A negro who ordinarily was an industrious and dependable worker went on a rampage under the influence of liquor and landed on a county chain-gang in North Carolina. Here he refused to work on the ground that he had wronged no one and it would be sinful for him to work. He was subjected to every form of torture that the superintendent of the camp could devise. He was beaten, he was chained in uncomfortable positions for long periods, he was chained behind a truck for a whole day, where he was sometimes dragged. No treatment forced him to work. He was finally released. He went back to work. Several months passed, and he had saved more than a hundred dollars from his wages. Then after calking a boiler on a hot day he drank some whiskey and perhaps some liniment and again went wild. He was again sent to the chain-gang, this time in a different county. Here he was first beaten and then coaxed, but he still refused to work. Finally it occurred to those in charge of him that he might be insane. It was found upon proper examination that he was. He said that he had had a vision in which God appeared to him and told him not to work.

There should be some place to which all prisoners could be taken for mental and physical examination and classification before being assigned to any part of the penal system.

Liberty and Equality: X is an imbecile white girl in this State, twenty years old, the illegitimate daughter of a tubercular feeble-minded woman. She was born in a county home where her mother also was born. Her grandmother, who died in the same institution, was likewise mentally defective and viciously immoral. When she was fifteen years old, X was adopted by kind-hearted people ignorant of her mental capacity who have had to care for her ever since.

She is full grown, but stooped. She likes to sit alone in the chimney corner for hours at a time. She "jes' sets",—except when a man appears, when she becomes animated immediately. At school she spent three years in the first grade, hating it and learning absolutely nothing. She cannot count, tell time, nor change the smallest money. She can perform only the most menial household tasks which she violently dislikes. She cannot sew the simplest stitches, cook, prepare vegetables, wash or iron clothes. Unless persuaded, she refuses to dress or comb her hair. She is extremely high tempered, often cursing, blaspheming and sobbing without provocation.

She belongs in an institution for the mentally defective and is at liberty.

Family Group: Every member of one North Carolina family, care of which is now puzzling a superintendent of public welfare, is mentally defective, of either low grade moron or imbecile type, and all possess a defect in speech. All the grown girls and boys thus far have been immoral. One girl, now 19 years old, was one of the worst girls committed to Samarcand. All the children are over-developed sexually. Three girls of 10, 12 and 14 years have practically the minds of babies, but because of their sexual over-development are considered a menace to the neighborhood. The eldest has been on probation, but with no avail. The city school in their district merely allows them to occupy space in the building to keep them out of mischief. Their mother has died and they have only a feeble-minded married sister and a still more feeble-minded father to care for them. The

girls of 12 and 14 have syphilis as have other members of the family. In the case of the older children, this condition is probably acquired as well as hereditary.

These children should be in the Caswell Training School for Mental Defectives, the capacity of which should be increased to meet more adequately the tremendous problem of the feebleminded in this state.

DO THESE CASES SHOCK YOU?

THEN SUPPORT THE PUBLIC WELFARE PROGRAMS IN YOUR COUNTY AND STATE!

SPECIAL NEEDS AND RECOMMENDATIONS

Following the method of this bulletin in which specimen examples are cited to illustrate a point made, the following selected items are recorded as the basis for special needs and recommendations for 1925. Others are important[1] but these are the ones towards which the efforts of the State Federation of Women's Clubs should be directed.

County Boards of Public Welfare: The powers of county boards of public welfare should be enlarged so that their members may have some voice in the appointment of the county superintendent of public welfare who, under the present law, is chosen by the county commissioners and the county board of education The county board of public welfare now serves only in an advisory capacity to the county superintendent of public welfare, and its responsibility is so slight that, except in the case of members especially interested in the work, the board is apt to be less effective than it should be. The idea that service on the county board of public welfare is valuable public service should be encouraged.

Prison Conditions: 1. There should be a continuing board of directors for the State Prison. This is necessary for an unbroken and constructive policy of prison administration. As constituted at present, the entire personnel of the board of directors of the State Prison may be changed every four years.

[1]For instance, as indicated by the foregoing case examples two important steps forward are: increased institutional facilities (1) for the feebleminded and (2) for delinquent girls.

The State Board of Health, the State Board of Agriculture, the State Board of Charities and Public Welfare and the board of every other state institution is a continuing board. What has been found to be a satisfactory policy for the organization of these boards should apply equally to the State Prison.

2. The State Prison should be put on an appropriation basis:

(a) Budget to be approved by the budget committee.

(b) Earnings to be paid into the State Treasury.

(c) Money to be paid out on warrant as in other departments.

This is in conformity with the recommendations made by the State Auditor and is essential to a satisfactory fiscal policy. Moreover, it is the state's duty to support the State Prison adequately regardless of the prison's income. The prime duty of the prison officials should be the administration of corrective treatment to offenders, and all projects of the State Prison should be undertaken with this end in view. This is not possible if the State Prison is forced under all circumstances to be self-supporting.

(NOTE: The General Assembly of 1923 passed a bill putting the State Prison on an appropriation basis, but failed to make an appropriation for its maintenance which was equivalent to nullifying the bill.)

3. A separate prison for women under a separate board. Separation of men and women in penal institutions is essential in the conduct of a good system. There are any number of women offenders in North Carolina who need corrective punishment and physical treatment for whom the state is now doing practically nothing on account of inadequate institutional facilities.

4. A study of county chain-gang systems. This system should be studied both as an economic and as a social problem with the idea of transferring control of these prisoners to the state.

Women in Charge of Women Prisoners: 1. Whole-time or part-time matrons in all jails in which women prisoners are confined. These matrons should carry the keys to the cells of the women prisoners which are now generally carried by men, the jailers.

2. Women to accompany delinquents and feeble-minded girls or women to State institutions.

A whole-Time Superintendent of Public Welfare in Every County: and in the Larger Counties Additional Officers to Assist Him: The public welfare system in North Carolina can never hope for full success until every county is organized for the work with a whole-time superintendent of public welfare. No part-time officer can fulfill all the duties of the position which, as a matter of fact, are too great for any one person. And it cannot be expected that the superintendent of schools who acts as ex-officio welfare officer in counties where there is none can discharge these duties in addition to his regular work. Every county in the state has its unfortunate people, the delinquent, the dependent, the defective and the neglected, who should be under the supervision of an officr directly responsible for their care, as the superintendent of public welfare is. In the larger counties the superintendent of public welfare should have adequate assistance by probation officers and school attendance officer, and clerical help.

AN ATTAINABLE STANDARD

In accordance with the need suggested above, after each county has organized with a full-time superintendent of public welfare, who should be a specialist either in case work or as probation officer, the complete organization of office should be begun. The law provides for the appointment of attendance officers by the county boards of education and governing bodies of city schools and Consolidated Statute 5045 provides that the judge of the juvenile court shall appoint one or more probation officers and if he deems necessary with the approval of the Superior Court Judge, determine what salary should be paid. These appointments carry with them the approval of the State Board of Charities and Public Welfare.

The minimum county staff, therefore, should consist of:

Superintendent of Public Welfare.
Attendance Officer.
Probation Officer.
Stenographer.

It is clear, of course, that in larger counties and where there are cities, and with the co-operation of city government, this staff would be increased as needed by a special supervisor of case work and others as the problems and needs evolve.

Every county superintendent should be provided with a private office. He should have a double office, one room large enough for a waiting room and board meetings, and another small office for private conferences. A room should be convenient for juvenile court hearings. The office should be equipped with suitable desks, tables and chairs for the staff, a case where forms could be filed in a way to make them easily available, filing cases where records could be kept, a card index to files, typewriter, phone, etc.

A necessary part of the equipment of the staff is an automobile. This may be furnished and maintained by the county or by the superintendent. If the latter, a mileage of 7 to 10 cents should be provided by the county.

The county board of public welfare should be composed of interested persons and should meet, as the law requires, at least once a month. The board should visit the institutions of the county and should always appear with the superintendent when he has important recommendations to be placed before the board of commissioners and board of education. The individual members should at all times be ready to advise with the superintendent concerning his problems.

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

KNOW YOUR OWN STATE—NORTH CAROLINA

By S. H. HOBBS, Jr.
Associate Professor of Rural Social Economics

A PROGRAM FOR WOMEN'S CLUBS
ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

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FOREWORD

A proper study for North Carolinians is North Carolina. Mr. E. C. Branson says: "Not to know the glory that was Greece and the grandeur that was Rome is to be sadly crippled in culture; but not to know the Home State is to be even more sadly crippled in competent citizenship." This little bulletin on Know Your Own State—North Carolina is an outline of North Carolina, Economic and Social. It has been prepared in response to the requests of several women's club groups who are anxious to make a systematic study of their home state. So far as we know it is the first bulletin of its kind. The women of North Carolina are branching out into a new field of study. Perhaps they have come to agree with Milton that—

> Prime wisdom is
> Not to know at large of things remote
> But that which daily lies about us.

After all, isn't it just as proper to be getting acquainted with our home state, whose history we are daily making, as it is to be prying into the interred remains of countries that have passed into oblivion? Be that as it may, we are certain of this one thing, that intimate acquaintance with North Carolina can only result in strengthening our determination to make her what she properly ought to be—the best spot on earth to live in. This is the goal towards which our hearts are set, and there is no agency in the state that can do more to make her the best spot on earth to live in than the North Carolina Federation of Women's Clubs.—S. H. Hobbs, Jr., Associate Professor of Rural Social-Economics, University of North Carolina.

Chapel Hill, N. C.
Dec. 2, 1924.

KNOW YOUR OWN STATE—NORTH CAROLINA

FIRST MEETING

Date..... Place.....

General Topic: **Tidewater Carolina**

The Tidewater section of North Carolina comprises all or part of twenty-seven extreme eastern counties, extending from Virginia to South Carolina. The Tidewater region is a part of the Coastal Plains area, but different from the western half of the Coastal Plains section, due mainly to its physical characteristics. The first section of the State to be inhabited, and possessing marvelous natural resources, it is to-day, if not the most backward, certainly the most undeveloped area of the State. It is to be doubted if there is in the entire United States an area possessing equal natural resources yet as undeveloped as Tidewater Carolina.

Outline

A. *Location and Conditions:*

1. Comprises all or part of 27 counties from Virginia to South Carolina.
2. Area of sparse population. (See table.)
3. An area of country people largely. Only a few towns of any size. Most of the towns lost population between 1910 and 1920. See *News Letter*, Vol. VII, No. 4.

B. *Physiography:*

1. Area of mild climate tempered by the nearby ocean and sounds.
2. Soils rich in places, very poor and sandy in other places.
3. Long growing seasons, from March to November.
4. Poorly drained area. Abundance of lakes and river swamps.
5. Originally a great forest, with long leaf pines predominating, now an area of cut over woodland, with gums and cypress predominating. Was once the center of turpentine industry of the South. (North Carolina, the Tar Heel State!)

6. Until recently a free-range, tick-infested area. Stock ran wild. Little improved livestock.

C. *Economic Foundations:*

1. Agriculture:

The main crops are corn, cotton, tobacco and truck crops in the southern area. Truck crops are prevalent everywhere. The northeast is the leading soy bean area of the United States. Also area of peanuts, Irish and sweet potatoes. Cash crops, cotton and tobacco, are increasing in importance.

2. Fishing:

Albemarle and Pamlico Sounds afford the greatest fishing possibilities in the United States. Very inadequately developed at present. Need is for state aid and supervision in restocking the sounds and rivers with fish and oysters.

3. Lumbering:

Once the great long leaf pine belt. Forest largely depleted. Needs reforestation. This again calls for state and federal aid, and supervision.

4. Manufacture:

Manufacture consists of lumber-working concerns for the most part. Only 10 cotton mills in the twenty-seven counties. A few fertilizer factories. Abundant opportunities for peanut factories, fish packing industries and the like.

5. Banking:

Banking resources inadequate. Little capital or deposits. Outside capital is needed to develop the region. Two counties have no banks and two have no incorporated towns.

6. Trade:

Trade is mainly with country people. Little exported from the region. No good cash income of an adequate sort. Plenty of possibilities. Saturday is the trade day. It is not an area of brisk business activity.

7. Transportation:

a. Railroad: The railroad mileage is small and trains are few. One county has no railroad and others had none until recently. There is not enough business or travel to pay for large railway development. But without transportation the area cannot be opened up.

b. Highways: Due to the swampy and sandy nature of the area there are few miles of real highways. Transportation has been difficult. The State is building roads and conditions will improve rapidly.

c. Waterways: Vast possibilities for inland waterways.

D. *Possibilities of Tidewater Carolina:*

1. Can become a great agricultural section with trucking predominating by:

a. Drainage.

b. Developing the winter garden possibilities.

c. Coöperative marketing.

d. Improved transportation facilities.

2. There is the possibility of this area becoming the greatest fishing grounds in America by:

a. State laws to protect the industry.

b. State aid in planting fish and oysters.

3. Lumber and wood-working industries could prosper. State and federal aid for reforestation, and supervision of timber cutting are needed.

4. Agricultural industries such as soy bean and peanut factories, fruit canneries of various sorts, fish and oyster packing plants could be established with profit.

E. *Needs:*

1. People.
2. Transportation: railways, highways, inland waterways.
3. Agriculture suited to the land and the people.
4. Banking facilities.
5. Towns of vigorous sort.
6. Manufacture and enterprise.
7. Better schools and churches.

Program

First Paper: By.....

Subject: The Natural Resources of Tidewater Carolina

a. Soils, seasons, rainfall, temperature, etc.

b. Forest resources.

c. Sounds, rivers and sea foods.

d. Resort resources, game preserves, etc.

SECOND PAPER: By.....

Subject: ECONOMIC AND SOCIAL CHARACTERISTICS OF TIDEWATER CAROLINA

a. Economic (see outline above).
b. Social characteristics:
   The people and their ancestry.
   Sparse population, country dwellers.
   Race ratios.
   Individualism, evidences.
   Schools and churches.

THIRD PAPER: By.....

Subject: HOW TO DEVELOP TIDEWATER CAROLINA

a. More people.
b. Improved agriculture, winter garden possibilities.
c. Drainage and reforestation.
d. Fish and oysters.
e. Improving social conditions.
f. Transportation: railroads, highways, inland waterways and port terminals.

REFERENCES:

Blount: *The North Carolina Tidewater Country.*
Cobb: *Early English Survivals on Hatteras Island.*
Cobb: *Where the Wind Does the Work.*
Duncan: *Tidewater Carolina.*
Garlick: *How to Develop the Tidewater Country.*
Voyage of Exploration in Waters of Carolina.
The Cape Fear Basin, N. C. Geo. and Ec. Survey.
Density of Rural Population Per Square Mile (Table).
Three Great Needs of Eastern North Carolina, Roanoke Chowan Times, September 4, 1924.
Report of the State Ship and Water Transportation Commission.

MAPS:

On the enclosed skeleton map, fill in from the table the density of rural population per square mile. Divide the table into four groups and color each group differently. Note the Tidewater Country. Note the social significance.

SECOND MEETING

Date..... Place.....

General Topic: **The Coastal Plains Area**

While the Coastal Plains area covers all of North Carolina east of the Piedmont Plateau to the continental shelf, we are here concerned only with the part of the Coastal Plains area lying west of the Tidewater Country. This area comprises about one-fourth of North Carolina and is practically one vast stretch of level and gently rolling land of excellent quality on which will grow in abundance practically every crop suited to the mild temperature and climate of eastern North Carolina. Agriculture is the predominant occupation of this vast area. Cotton, tobacco and corn are the outstanding crops, while truck crops are of increasing importance. The combination cotton and tobacco belt comprising about twenty counties and centering around Wilson county is the greatest cash crop section in the United States. The Coastal Plains counties are responsible for the high rank of North Carolina in the production of crop wealth.

Outline

A. *Location and Conditions:*

1. The Coastal Plains area lies between the Tidewater territory on the east and the Hill Country on the west.
2. An area of dense agricultural population.
3. An area of large negro ratios and the only area in North Carolina where negro farmers are increasing faster than white.
4. The one great agricultural area of North Carolina. The people are either farmers, or townspeople catering to farmers in the main.
5. The great cash crop area, cotton and tobacco.
6. The great farm tenant area, white and black.
7. An area of excessive illiteracy, because of tenancy and negro ratios.
8. An area of excessive non-church membership due mainly to farm tenancy and illiteracy.
9. Brisk and prosperous towns engaged in trade and banking, with little manufacture.

B. *Physiography:*

1. An area of mild climate, slightly tempered by the ocean and sounds.

2. A wide expanse of practically level soils, the best soils in North Carolina for agricultural purposes, light with clay subsoil and on which almost any crop will grow.

3. Long growing seasons, March to October.

4. Easily drained for the most part. Plenty of streams, and surface rolling enough to insure drainage.

5. Originally a great forest with long leaf pine predominating. Now a great cash crop area. The original forest has been cut and little attention has been given to reforestation. The Coastal Plains, along with the Tidewater Country, comprised the great pine belt.

C. *Economic Foundations:*

1. Agriculture:

The area of North Carolina where agriculture predominates over all other industries. The crops are cotton, tobacco, corn, as the basic ones. Then come sweet potatoes, Irish potatoes, rye, cowpeas, and various truck crops as strawberries, dewberries, melons, peaches, etc. Almost any plant will grow, but cotton, tobacco, and corn are the outstanding crops. The other crops are incidental or accidental.

It is an area of cash-crop farming under a tenancy system. Around two-thirds of all farmers in this area are tenants. The tenants for the most part are financed through the crop-lien, supply-merchant, time-credit system which is a crude and costly system and explains why tenants accumulate little wealth.

2. Lumbering:

The forests are the second sources of economic wealth in this region. Lumber mills cover the entire area. Original forests have been cut over and the choice lumber is practically gone.

3. Banking:

Fairly large banking capital and business since it is a cash-crop area needing money and credits. Largely agricultural banking.

4. Manufacture:

Better developed than in the Tidewater Country. It consists of lumber-working concerns, cotton mills here and there, cotton seed oil mills, brick kilns, and the like.

5. Trade:

In the main with country people. Large trade volumes handled.

Not a self-sufficing area. Enormous supply-merchant and fertilizer business. Business is brisk in harvest seasons.

6. Transportation:

Abundance of railway facilities for the most part. Highways of sand-clay construction, and usable. Far better than in the Tidewater Country.

D. *Possibilities:*

1. Will always remain the great agricultural area of the State because of soils, seasons, and other natural resources.

2. Abundance of livestock possibilities because of natural resources.

3. Manufacturing possibilities because of:

   a. Raw materials.

   b. Abundance of cheap and suitable white labor.

   c. Density of population.

   d. Proximity of markets.

E. *Needs:*

1. Home and farm owning farmers in place of the overwhelming tenant masses.

2. Diversified agriculture; not less attention to cotton and tobacco, but more to other crops.

3. Can become a great truck and vegetable area and needs to develop this type of farming.

4. Needs livestock of the meat and milk variety. A poorly developed livestock area at present.

5. A better and cheaper system of farm credits to supplant the present crude and costly supply-merchant system. Credit-unions and farm loan associations.

6. Coöperative marketing.

7. Manufacture to convert raw materials into finished products. The economic life is not well rounded. All of which means wealth retention. This area produces an abundance of wealth but retains too little of that which it produces, due to the predominance of cash-crops, farm tenancy, supply-merchant system, and crude marketing methods.

8. Law and order; better country schools and churches, and country community life where there is little or none at present.

PROGRAM

FIRST PAPER: By.....

Subject: NATURAL RESOURCES AND AGRICULTURE OF THE COASTAL PLAINS

a. Physiography and geology.
b. Soils.
c. Seasons.
d. Drainage.
e. Forests.
f. Agriculture.
g. The Carolina Sand Hills.

REFERENCES:

Brewer: *North Carolina as a Cotton State.*
Brewer: *North Carolina as a Tobacco State.*
Clark: *The Physiography of the Coastal Plains of North Carolina,* N. C. Geo. and Eco. Survey, Vol. III.
Koonce: *The Carolina Coastal Plains.*
Williams: *A State of Varied Resources,* pp. 9 to 17, Southern Railway Development Service, Washington, D. C.
The Carolina Fruit Hills, Seaboard Air Line Railway Co.
Charlotte Observer, October 7, 1923, Sand Hill Edition.
Manufacturers Record, March 15, 1923, p. 65.
North Carolina: Land of Opportunity, pp. 21-25; pp. 31-76 for general reading.
University News Letter, Vol. 8, No. 29, center piece.

SECOND PAPER: By.....

Subject: SOCIAL CHARACTERISTICS OF THE COASTAL PLAINS AREA

a. Negro population ratios.
b. Negro farm operators and the increase.
c. Farm tenancy, white and black.
d. Farm tenancy, illiteracy, non church membership.
e. Shifting tenants and the effects on schools, churches, community life.
f. Heavy country population ratios.

References:

Burton: *Race Ratios in North Carolina.*
Home and Farm Ownership, North Carolina Club Year Book, Chapters 3, 4, 16.
University News Letter, Vol. 7, Nos. 36, 38; Vol. 8, No. 41.

Third Paper: By.....

Subject: Possibilities and Needs of the Coastal Plains

a. Home and farm ownership.
b. Diversified agriculture.
c. Trucking possibilities.
d. Livestock possibilities.
e. Industry: What and why?
f. Improved farm credits.
g. Coöperative marketing.
h. Country community life.

References:

Same as listed above.
University News Letter, Vol. 8, No. 30.
What Next in North Carolina, Chapters 3, 4, 5, North Carolina Club Year Book.

Problems: (to be prepared before meeting)

1. Fill in on a blank map the percent of farms operated by tenants, divide into four groups and color.

2. Fill in on a blank map the percent of farms operated by negro farmers, divide into three or four groups and color.

3. Fill in on a blank map the counties producing more than one million pounds of tobacco.

What ideas do these maps convey?

THIRD MEETING

Date..... Place.....

General Topic: **The Piedmont Country**

The Piedmont Plateau is intermediate between the Mountain Region and the Coastal Plains area. It comprises nearly one-half the territory of the State. In passing into this region from either of the others, a marked change is at once observable in topography, in production, and largely in industrial pursuits. The tumultuous continuity of mountains subsides into gentle undulations, a succession of hills and dales, a variety of charm of landscape, alike different from the high, uplifted mountain elevations and the flat monotony of the level plains of the east. Every step brings to view some new charm, some new arrangement of the rounded hills, some new grouping of the tracts of forest which still covers so large a part of the country. The hills, indeed, in their graceful curving outlines, present lines of beauty with which the eye of taste is never satiated.—*North Carolina: Land of Opportunity.*

OUTLINE

A. *Location and Conditions:*

1. The Hill, or Piedmont, area of North Carolina lies between the falls line on the east and the Blue Ridge Mountains on the west. (See enclosed map.)

2. An area of dense agricultural population, except in a few counties.

3. The area where urban population is most concentrated.

4. The best developed manufacturing area in the South.

5. The second agricultural area of the State, though not a close second to the Coastal Plains. Manufacture is the real basis of life and livelihood here.

6. An area of food and feed crops with the cash crop tobacco on the north, and cotton on the south, with little of either in the middle counties.

7. Agriculture is of decreasing relative importance. The farm tenants are becoming mill operatives and many farm owners are moving to town. The farm population is standing still or decreasing.

8. White ratio far above that of the Coastal Plains.

9. The most brisk, prosperous and rapidly growing towns and cities in the State. Town life here is based on trade, banking and manufacture.

10. Rural life—schools, churches, community life—relatively static or stagnant in contrast to urban life and institutions.

B. *Physiography:*

1. Climate slightly colder and drier than to the east.

2. Soils relatively poor, broken, hilly, rocky and washed in places though there is much good agricultural land in all counties. Excellent drainage.

3. Growing season slightly shorter than to the east but abundantly long for farm purposes.

4. Abundance of water power, developed and undeveloped, due to elevation, and large rainfall.

5. Originally contained excellent forests. An almost depleted forest region at present, although some timber is cut.

C. *Economic Foundations:*

1. Manufacture:

In annual wealth created, agriculture is a poor second to manufacture in this area. The farm population outnumbers the mill population but does not produce as much new wealth. The Hill Country contains the great bulk of our mills. For the most part the mills are located in small towns along or near the Southern Railroad all the way from Selma to Asheville. Usually they are small plants owned by local capital and manned by local labor. Here are, however, some giant concerns.

2. Industries:

a. Knitting mills: About 175 knitting mills, capital stock $33,000,000, value of yearly output close to $30,000,000. These mills employ 18,000 workers.

Cotton mills: About 500 mills (not corporations), capital stock near $200,000,000, 6,000,000 spindles, yearly output valued at $275,000,000, employees, 80,000; 55 percent adult males, 35 percent women, 10 percent children. These mills use much more cotton than the State produces.

In addition there are cordage, silk and woolen mills with capital stock of about $5,000,000, yearly output about $6,000,000. They employ 2,000 workers.

b. Tobacco: Centered mainly in Winston-Salem, Durham, Reidsville, and Greensboro. The concerns in these four

towns are capitalized at about $125,000,000 (1920). The yearly output is valued at about $270,000,000 (1923) for four concerns alone. The four concerns employ about 14,000 people.

c. Furniture: One hundred and twenty-four furniture factories, 116 in the Hill counties, 4 in the Mountains and 4 in the eastern part of the State, centered around High Point, Greensboro, Winston Salem, Lexington, Lenoir, and Thomasville. Capital about $16,000,000, value of plants $15,000,000, value of yearly output $35,000,000, employees 15,500.

d. Miscellaneous concerns too numerous and varied to mention.

3. Agriculture:

Dense agricultural population, but not an area of brisk, prosperous rural life. Farm population gained slightly in most counties. There is a gradual drift to towns and cities, especially among white tenants who become mill and factory workers. The farm owners tend to remain on the farm, though their children tend to seek the cities.

Crops: Grains (wheat, oats, corn, rye), hay and forage, fruits, with tobacco grown along the Virginia border, and cotton along the South Carolina border. These two cash crops are gradually working into the middle group of counties. Sixty-five percent of the annual farm wealth is produced by food and feed crops and livestock. High ratio of white farmers. Eighty-five percent of all farmers are white. High ratio of farm ownership, about 70 percent. An area of decreasing farm tenancy in all but a half dozen counties. The tenants are swarming off the farms into towns and cities. Decreasing ratio of negro farmers. The center of the dairy industry of the State. Four-fifths of the dairy values of the State are produced in the Hill counties.

Summary: Dense farm population, white farmers, farm ownership, diversified agriculture on large farms, the livestock region of the State. Cash crops in the north and south. Mainly a self-sufficing agriculture.

4. Transportation:

Best railway and highway transportation facilities in the State.

5. Banking:

Due to the density of population, large town ratios, and the development of manufacture this area has the largest banking resources, capital and business. Banking business growing faster than elsewhere in the State.

6. Trade:

Largest trade volumes in the State, about equally divided between town and country people.

D. *Possibilities:*

1. This area will be the leading textile center of the United States. It now ranks first in the South. It will lead the United States because of (1) raw materials at hand, (2) cheap adaptable white labor in abundance, (3) abundance of water power, and (4) cheaper living costs of workers in a mild climate near an abundance of food. The South is the natural home of textile manufacture just as the North is the home of steel industries.

2. Will continue to lead the nation in the manufacture of tobacco for the same reasons as noted above for textiles.

3. Will always rank high in furniture because of our hardwood resources, labor, and power.

4. Abundant possibilities for agriculture of the food and feed variety to feed the growing urban population. The best area in which to develop agricultural industries.

E. *Needs:*

1. Cotton and tobacco culture on a bread and meat basis.

2. Consolidated schools, due to density of population and transportation facilities.

3. Organized country communities in the one region in North Carolina where they are possible—dense population, large white ratios, and farm ownership. Few at present.

4. Coöperative farm enterprise: butter factories, cheese factories, canning factories, credit unions, marketing associations.

5. More and better livestock and livestock industries.

6. A proper balance must be preserved between town and country population ratios.

7. Attention to small-town problems.

8. Attention to the living conditions of mill workers that labor and capital shall always work in harmony in this developing industrial area. Good homes, and a chance to own them; good schools, wholesome recreation, and the like. We want a thriving industrial development based on healthy, wholesome, and prosperous labor conditions.

Program

First Paper: By.....

Subject: The Natural Resources of the Piedmont Plateau

a. Location and general description.
b. Soils.
c. Seasons.
d. Climate.

e. Rainfall.
f. Forests and forest products.
g. Water power.

REFERENCES:

North Carolina: A State of Varied Resources, pp. 17-24.
North Carolina: Land of Opportunity, pp. 19-21 for description; pp. 97-102 on water power, and pp. 31-76 for general information.

SECOND PAPER: By.....

Subject: THE HILL COUNTRY, THE INDUSTRIAL CENTER OF THE SOUTH

A general paper on industry as the main economic foundation of this area, the growth of industry, the factors back of the growth, the effect of industry on prosperity in North Carolina, etc., rather than an analysis of what the industries are. This will be treated later.

REFERENCES:

Commerce and Industry, Vol. I, No. 10.
Industrial and Urban, Chapter viii, North Carolina Club Year Book.
North Carolina: Land of Opportunity, pp. 102-108.

THIRD PAPER: By.....

Subject: PEN PICTURES OF THE PIEDMONT PLATEAU

a. Agriculture and agricultural possibilities.
b. Population: Urban versus rural growth.
c. Evidences of wealth.
d. The college center of the State.
e. Trade, banking and transportation.
f. The future of the Piedmont Country.

REFERENCES:

Commerce and Industry, Vol. I, No. 10.
Industrial and Urban, Chapter iv, North Carolina Club Year Book.
University News Letter, Vol VIII, No. 6, Vol. IX, No. 44, Vol. X, Nos. 19, 22, 42, for evidences of wealth.

Maps:

Fill in on the outline maps (1) Inhabitants per motor car, (2) Bank resources per inhabitant, (3) Taxable wealth per inhabitant. Divide each table into four groups and color each group uniformly. Prepare a map showing the location of the colleges of the State. Note the rank of the Piedmont counties, and also the rank of the counties in the other geographic areas.

FOURTH MEETING

Date..... Place.....

General Topic: **The Carolina Highlands**

No one has yet written a description that does justice to the Land of the Sky. This section deals with the seventeen counties lying west of the Blue Ridge and east of that long chain known under the various names of the Iron and the Smoky, and the Unaka Mountains and forming the dividing line between North Carolina and Tennessee. In scenic beauty, high mountains, forest resources, and water power, and in the variety of mineral and plant life, the Mountain Country of North Carolina is unsurpassed in eastern America.

OUTLINE

A. *Location and Conditions:*

1. Comprises seventeen counties lying between the Blue Ridge on the east and the Unaka Mountains (Smoky) on the west. A land-locked area, locked between two mountain ranges, a part of which is often referred to as "The Lost Provinces" of North Carolina.

2. An area of native white population. Few negroes in any county, practically none in a few counties. High white adult male and female illiteracy ratios.

3. An area of small population increases. Only four counties gained above the state average, 1910-20.

4. Sparsely settled area, far below the state average per square mile, but above the Tidewater Country.

5. An area of decreasing farms.

6. Small urban ratios in nearly all counties. Mainly country people.

7. An area of pauper counties for the most part. They receive more money from the State in roads, schools and pensions than they pay into the State treasury.

8. Poor transportation facilities, railway and highway. Highway problem being solved largely by state expenditures.

9. Small trade and banking volumes.

10. Comes nearest being a self-sustaining, self-feeding people, producing food and feed crops and livestock, with very little cash crop farming.

11. An area of beautiful mountains, grazing grounds, and water power.

12. The tourist playgrounds of the South.

13. An apple-growing region; also cabbage, Irish potatoes, and grain crops.

14. Abundant hardwood resources, and some minerals of commercial value as mica, magnetite, kaolin, etc.

B. *Physiography:*

1. Climate: Average temperature colder than elsewhere in the State, 10 to 15 degrees. Heaviest rainfall in the eastern part of the United States.

2. High and beautiful mountains, highest in eastern United States.

3. Soils mainly mountainous or hilly, but large areas of level valley soils, and plenty of excellent tillable and pasture lands.

4. Heavy rainfall with fast flowing streams and rivers produce hundreds of thousands of horse power. The main source of water power of North Carolina.

5. Thermal belt. The famed frost-free area lying between the valleys and mountain tops affording excellent advantages for fruit growing.

6. The best natural grazing lands in the east: fresh water, grasses and bushes, mild climate, millions of unused acres.

C. *Economic Foundations:*

1. Agriculture:

The bulk of the people of this area are country dwellers and tillers of the soil. The bulk of new wealth created annually comes from farms. The crops are wheat, corn, oats, rye, sorghum, Irish potatoes, cabbage, and hay and forage. Some burley tobacco in Madison, Buncombe and Haywood counties. There is no good cash crop. It is a self-feeding farm area, but out of touch with markets, with food and feed crops and livestock, mainly beef types, with the dairy types in urban counties, as Buncombe; the cheese-making industry is developing.

a. A land of home owning white farmers, with small cultivated farms as a rule. The tenant ratios are the lowest in the State and steadily decreasing as tenants move into the mill towns to the east.

b. A land of static or decreasing farm population. Nearly all the counties lost farms, 1910 20.

c. A well fed people as a rule. But the chance to accumulate wealth is meagre because they have no good cash crops; they are out of touch with markets; the most individualistic people in North Carolina, and will not coöperate to establish farm industries and to create markets.

2. Lumbering:

Lumbering is a close second to agriculture in the numbers of people it supports and in the value of the annual output. One of the best hardwood forest areas in America. No timber policy except where the Federal government has bought large areas to reforest. The rougher areas here will always be best adapted to forest growth. Laws to protect the forests are needed.

3. Manufacturing:

Not well developed. A few cotton mills, furniture factories and other wood-working concerns, two-score-odd cheese and creamery plants, woolen mills, and thousands of small home-weavers, basket makers and the like turning out products for home use and to sell to tourists.

4. Mining:

North Carolina is not a mining state but she has the best mica deposits in the nation, mainly in the southwestern counties. Magnetic iron ore at Cranberry, quarries as in Surry county, kaolin deposits, and numerous minerals of little commercial value. North Carolina is a sample case of mineral wealth, not a deposit vault.

5. Transportation:

Because of the rough topography, sparse population and small wealth totals, the mountain counties as a group have the poorest highway and railway transportation facilities in the State. Two railroads cross the mountains. State now solving highway needs. The frequent toll gates have disappeared.

6. Trade and Banking:

Small trade and banking volumes in most counties. Small cash volumes handled by the people. They tend to live at home, having little to sell, so can buy little. Area of small towns except in two or three counties. Smallest banking business in North Carolina. Large part of trade and business with tourists. Tourist boarders offer a limited market for home grown food products.

D. *Social Characteristics:*

Because it is a land-locked area of small home-owning white farmers settled a few to the square mile, we find:

1. Extreme individualism, a tendency of mountaineers in all lands. Each family an economic and social unit, with strong family ties. Their world is small as a rule and the individual, as contrasted to the social, mind develops.

2. Illiteracy. Mainly adult white male and female illiteracy. Schools were poor when the present adults were growing up.

3. One-teacher schools because of: (1) individualism, (2) poor and often impassable roads during winter months which prevent transportation of children, and large districts. The roads are rapidly improving, and with them the schools.

4. Small and weak country churches, for same reasons. Low church membership ratios.

5. Formerly famed for feuds and blockading. Feuds have practically disappeared, but blockading remains in the mountains, though no worse than elsewhere in North Carolina.

6. Cove kinship. In many mountain valleys and coves relatives often marry. The entire valley may be interrelated by marriage.

E. *Possibilities and Needs:*

1. Agriculture:
   a. Could become a great livestock region. The best natural grazing grounds in the east, mainly for beef cattle and sheep, later for dairy cattle. Natural poultry area.
   b. Coöperative creameries and cheese factories. The most admirable conditions for these industries. Already more than forty cheese factories and a few creameries, but not strictly coöperative. Only through coöperative action can surpluses be produced, assembled and marketed.
   c. The best natural apple-growing region, perhaps, in America. Through sheer lack of industry and coöperation, millions of bushels rot while North Carolina imports apples from Oregon! Why? Because no individual can market fruit singly. When thousands of farmers get together to produce, crate, and market scientifically, then an enormous trade can be built up. Not before.
   d. A natural cabbage and Irish potato region, but no means of disposing of surpluses. Need coöperative marketing, else it is folly to produce surpluses.
   e. A natural grain, grass, hay and forage area, the foundation for livestock farming.
2. Manufacture: Abundant water power, raw materials, labor.
   a. Furniture: Hardwood forests unsurpassed in America. The people need to develop furniture factories, etc., to convert raw wood into finished products.
   b. Textiles: The Mountain counties could develop textile and woolen mills because of water power, cheap labor, and raw materials near at hand.
   c. Abundant opportunities for agricultural industries as cheese-making plants, creameries, fruit and truck canneries and drying plants and the like. Need is for capital and leadership to connect with natural resources.

3. Water power: North Carolina has around 1,200,000 horse power, developed and undeveloped, sourced mainly in the mountains. Enough energy to run all the mills in North Carolina, to light and furnish power to all the homes and farms in the mountain counties. Every community could have light and power at little cost. Big corporations have bought best power sites.

4. Railways and highways needed. Few of either at present in most counties. Few automobiles except in three or four counties. Need transportation facilities to give outlet to surpluses. Little touch with outside world at present. More trade with Tennessee than with North Carolina.

5. Better and larger schools and churches needed. Need for better school attendance, and schools for adult white illiterates to help remedy near and sheer illiteracy. Need for all agencies that will reduce individualism and promote socialization and coöperation.

PROGRAM

FIRST PAPER: By.....

Subject: THE NATURAL RESOURCES OF THE CAROLINA HIGHLANDS

a. The area concerned.
b. Climate, temperature, rainfall, etc.
c. Forest resources.
d. Flora and fauna.
e. Mineral resources.
f. Water power.
g. Thermal belt.
h. Scenery, health, etc.

REFERENCES:

Brown: *The Carolina Highlands and Highlanders,* Part I.
Kephart: *Our Southern Highlanders,* Chap. 3, and others.
Medcalf: *The Carolina Highlands.*
Pratt: *The Wealth of Our Mountain Wonderland.*
Williams: *What Western North Carolina Offers to Home-Seekers.*
North Carolina: Land of Opportunity, pp. 13-19; 31-27.

Second Paper: By.....

Subject: The Carolina Highlanders

References:

Branson: *Our Carolina Highlanders.*
Brown: *Our Carolina Highlands and Highlanders,* Part II.
Campbell: *The Southern Highlander and His Homeland.*
Kephart: *Our Southern Highlanders.*
Smith: *The Carolina Highlanders.*

Third Paper: By.....

Subject: Possibilities of the Carolina Highlands

a. Agricultural possibilities: crops, livestock.
b. Livestock industries; fruits and vegetables.
c. Industrial possibilities.
d. Forests and their conservation.
e. Tourists, resorts, camps, state and national parks.

References:

Dean: *Where I'd Plant My Orchard,* Country Gentleman, May 20, 1922.
Pratt: *The Wealth of Our Mountain Wonderland.*
Williams: *What Western North Carolina Offers to Home-Seekers.*
Charlotte Sunday Observer, June 24, 1923.

FIFTH MEETING

Date..... Place.....

General Topic: **Studies in Population**

The rapid growth of population in North Carolina is the best indication of our excellent and varied means of gaining a livelihood, and of improving social conditions. In some states the population growth is exclusively urban, in other states it is mainly rural. In North Carolina it is both urban and rural, both white and negro. Cities, towns and farms are increasing their populations in this State, at unequal rates, but wholesome in each case. Our urban and industrial growth during the last census period was enormous, yet our increase in the number of farms was one of the largest in the United States. The negro population is steadily increasing, but the increase is below that of the whites. The consequence is that the negro population ratio is steadily decreasing. Negroes are concentrated, and concentrating, in the eastern half of the State, mainly on farms producing cash crops.

OUTLINE:

A. *Population Gains and Losses:*

1. North Carolina increased in population, 1910-20, 16 percent, faster than 31 other states. Only three southern states grew faster, Texas, Oklahoma and Florida. Study to see why North Carolina is gaining so rapidly in population. The sources of increase? The significance?

2. The increase was distributed as follows: Census-size towns (above 2,500) 54 percent increase; sub-census-size towns (below 2,500) 9.4 percent; open country dwellers 9.2 percent. Why only slight gains in small towns, and large gains in larger towns and cities? Sixteen counties suffered absolute decreases in population. Why the decrease? Forty four counties fell below the natural rate of increase due to births over deaths; 37 counties ran ahead of the natural increase of 16 percent. Where are they and why? The towns above 2,500 people increased in number from 40 to 57, or 42.5 percent; while our sub-census-size towns increased only one, or from 413 to 414. Many towns

disappeared while new ones were coming along. These 414 towns gained only 21,000 in population while the 57 larger towns gained 173,000 in population.

3. Causes of the cityward drift. It is (1) a world-wide movement, accentuated in America; (2) in North Carolina the causes are (a) economic, (b) social. Farm labor returns and cash dividends on investments are below industrial labor returns and return on investment. The social advantages of urban life over rural life are probably as important as are the economic advantages. Human beings like to mix, to rub elbows. The towns have better schools, churches, trade conveniences, streets, shows and other forms of amusement, water, heat, and light, all the comforts, conveniences and luxuries that ingenuity and money can afford. The country so far has few of these.

4. Study to locate the economic and social consequences in the sixteen counties losing people and in the forty-four counties with retarded increases.

5. The Look Ahead. In 1910 our country dwellers were 76 percent of all population; in 1920, the country dwellers were 71 percent; in 1930 they will probably be not more than 64 percent. Is there danger of becoming an ill-balanced urban State? Is the present trend merely a natural economic and social adjustment? In the United States 38 percent of the people live outside of incorporated places—mainly on farms; in North Carolina 71 percent. We are still a rural people,—rural minded for the most part, but rapidly developing into an urban State and acquiring urban characteristics. Life in this State is growing more intricate and complex as the wheels of industry are accelerated. The urbanization of our people is an index of industrial expansion, and the greater the expansion and the more varied the industry, the faster the population growth.

Program

First Paper: By.....

Subject: Population Growth in North Carolina

a. The increase, where and why?
b. Urban, small town, and rural growth.
c. Birth rates and population gains.

References:

North Carolina: Industrial and Urban, Chapters 3, 4, and 5, North Carolina Club Year Book.
University News Letter, Vol. 8, Nos. 2 and 4.
University News Letter, Vol. 10, No. 34.
Maps showing population gains and losses.

MAPS:

From the table showing population gains and losses, fill in the gains and losses by counties. Divide the table into four groups and color each group.

SECOND PAPER: By.....

Subject: RACE RATIOS AND RACE DISTRIBUTION

a. White and negro ratios.
b. Excessive white and negro ratios: Where and why?
c. White ratio gains and losses: Where and why?
d. The increase in negro farmers in the eastern half of the State: causes and consequences.

REFERENCES:

Randolph: *Increasing White Ratios.*
Trussell: *The Distribution of Population by Races.*
Negro Farm Operators in 1920: Gains and Losses, University News Letter, Vol. 7, No. 41.

MAPS:

(a) Fill in on the map the white population ratios by counties, divide the table into four groups and color each group.

(b) Fill in the increases and decreases in negro farmers, divide the table into three groups and color each.

THIRD PAPER: By.....

Subject: THE CITYWARD DRIFT IN NORTH CAROLINA

a. The facts.
b. The causes.
c. The consequences, good and bad.
d. The future outlook.

REFERENCES:

North Carolina: Industrial and Urban, Chapters 3, 4, 5, 6, 7, North Carolina Club Year Book.

SIXTH MEETING

Date..... Place.....

General Topic: **Farm Tenancy in North Carolina**

North Carolina has twenty-two million idle wilderness acres, a hundred thousand vacant town and city lots, and a million three hundred eighty thousand landless, homeless people, town and country. Almost exactly one-third of our white farmers and two-thirds of our negro farmers own no land. The people who live in rented dwellings in our towns and cities are from two-thirds to three-fourths of the various municipal populations.

These are the people in North Carolina who own not an inch of the soil they cultivate nor a single shingle in the roofs over their heads. They are fifty-two per cent or more than half the entire population of the State.

Enduring social structures cannot be built on landownership by the few and land-orphanage for the many. Civilization is rooted and grounded in the home-owning, home-loving, home-defending instincts.—E. C. Branson.

Outline

1. *In the United States:* The entire nation has been drifting towards tenancy since the Civil War. It was not a problem of any consequence before the war. Land was abundant. Since 1880 the number of tenant farms has increased 139.5 percent, while the number of farms operated by owners has increased only 31.5 percent. The increases have been most largely in the South, and next in the Middle West and Great Lakes areas.

Tenancy is a Southern problem. To-day half of all Southern farms are operated by tenants. Two thirds of all tenants in the nation are in the South. They are massed in the cotton and tobacco counties of the South.

Southern farm tenancy is a white, not a negro, problem. In the South 61.5 percent of all tenants are white, 38.5 percent negro. Eleven of the sixteen Southern states have more white than negro tenants.

2. *In North Carolina:* The following are the basic facts about farm tenancy in North Carolina:

a. Tenancy has steadily risen in North Carolina since the Civil War.
b. It is found mainly in the cotton and tobacco counties.
c. The rate increases in proportion as a county produces cash crops.
d. The rate is decreasing in the western half of North Carolina where tenants are swarming off the farm into mill centers.
e. It is a white more than a negro problem. The white tenant farms outnumber the negro tenant farms 10,000.
f. Tenancy is established in the richest land areas of the State. It cannot prosper on poor soils. This is true for the United States.
g. In the eastern tenant counties the negro is an increasing farm operator ratio.
h. The bulk of our tenants are croppers, not cash renters.

3. Why cotton and tobacco are ideal tenant crops.
   a. Can be produced by unskilled labor.
   b. A ready cash crop, a world market.
   c. Good credit collateral even before planted.
   d. Non-perishable.
   e. Easily transported.
   f. Cannot be eaten by man or beast. A safe crop for the landlord.
   g. Maximum per acre yields, not per man.
   h. Thoroughly protected by law.
   i. Perfectly protected by business methods.
4. Economic advantages of tenancy.
   a. Affords a living to landless, moneyless labor.
   b. Supports agriculture in regions lacking cash operating capital.
   c. A school of experience and a stepping-stone into farm ownership—to southern negroes mainly. In the South one-fourth of the negro farmers are owners, in Virginia nearly three-fourths, in North Carolina nearly one-third.
   d. Produces large crop totals per year, large per acre totals, but small per man.
5. Economic disadvantages of tenancy.
   a. Steady decrease in the average size of farms. Southern farms are the smallest in the United States. North Carolina farms smallest in the United States except Massachusetts. Cultivated acres per farm in North Carolina only 30.4 in 1920; 125 acres in 1860.

b. Hand-made cash crops. Waste of human, horse and machine power.
c. Crop farming mainly, hinders livestock development.
d. Lower standards of living.
e. Produces great farm wealth annually but retains little of it where produced, mainly because of the crop-lien system and excessive labor cost in hand-made crops.
f. Affords an unstable, unsafe basis for agriculture.
g. Farm dividends small because cash crops are a gamble with market prices.
h. Home-raised supplies neglected, and farm operation is on a credit basis.
i. Affords an unsafe, unstable basis for agricultural labor, due mainly to the loose one-year contract. The social consequences are largely due to the constant migration of tenants.

6. Social effects of tenancy.
   a. Tenancy and illiteracy are twin-born social evils.
   b. Hinders public school development, investment in school property, local support, taxes, teachers' salaries, and school attendance.
   c. The greatest menace to church membership.
   d. The greatest obstacle, to coöperative farm enterprises as marketing, creameries, etc.
   e. Retards community development.
7. A few remedies for tenancy.
   a. A progressive land tax; a righteous system of land taxation. Adopted in many countries.
   b. Improved system of rural credits.
   c. Written contracts in place of verbal agreement.
   d. Long term leases in place of one-year leases.
   e. Adoption of crop-liens reading in terms of food and feed crops as well as money crops, as in Texas.
   f. The boll weevil forces diversification.
   g. State-aid as in Denmark, New Zealand, California, etc.

Program

First Paper: By.....

Subject: Farm Tenancy in North Carolina: the Facts

a. Origin of tenancy.
b. North Carolina and the United States.
c. North Carolina and the South.

d. The growth of tenancy in North Carolina.
e. White versus negro tenant ratios.

REFERENCES:

Home and Farm Ownership, Chapters 3, 4, 5, North Carolina Club Year Book.
North Carolina Land Conditions and Problems, pp. 3-18.
University News Letter, Vol. 7, Nos. 36 and 38.

SECOND PAPER: By.....

Subject: THE CAUSES OF TENANCY

a. Hereditary—poverty, illiteracy, ill health, hopelessness.
b. Personal—lack of home owning virtues.
c. Enveloping social-economic conditions.
d. Civic conditions.

REFERENCES:

Bizzell: *Farm Tenancy in the United States,* Chapters 12, 17, 18.
Home and Farm Ownership, Chapter 7, North Carolina Club Year Book.

THIRD PAPER: By.....

Subject: EFFECTS OF FARM TENANCY

a. Economic effects.
b. Social effects.

REFERENCES:

Bizzell: *Farm Tenancy in the United States,* Chapter 21.
Home and Farm Ownership, Chapters 8, 9, 10, and 11, North Carolina Club Year Book.

SEVENTH MEETING

Date..... Place.....

General Topic: **Farm Tenancy: Religion, Education and Remedies for Tenancy**

Who will solve this Problem? Our tenant farmers, courageous, honest, patient and long-suffering, when shall they see light? When shall their burdens be lifted? In the spring time they go forth, and with our brothers in black set their hands to the plow. They bend their backs to the burden, and when the first frost falls they have added $1,000,000,000 to the wealth of the world. But small, indeed, is their share and meager their recompense. Every two years, according to the government census, they move from one place to another.

They build no homes, they live in rude huts, no flowers about their dwellings, no trees to shade them from the sun, consumed by the summer's heat and chilled by the winter's cold, no lawns about their houses, no garden fences; and with the accursed cotton plant crowding the very threshold of their rude dwellings and thrusting its limbs into their very windows, their lot is indeed pitiable.

Their sons and daughters come to manhood and womanhood, desert the farms and are lost in some distant community. Finally when their pilgrimage is over, they are laid to rest in the rude churchyards of the country, others take their places and continue the fight. They have established no permanent homes, their kith and kin are scattered far and wide, and the places that knew them once know them no more forever.

I have no word of criticism for men like these. I know them, I have lived among them. I sprang from them. Who will lead these men out of the wilderness of their troubles? Men whom they elevate to high offices in the state and nation are ever ready to teach them politics, but they are not prepared to help them solve their problems of life. A fearful responsibility rests at this time upon men in authority and men in high offices. Will they heed it?—Joseph T. Holleman.

PROGRAM

FIRST PAPER: By.....

Subject: FARM TENANCY AND THE CHURCH

a. Tenancy and non-church membership.
b. Country church menaces.
c. Why tenancy is bad for churches.
d. Constructive suggestions.

REFERENCES:

Bizzell: *Farm Tenancy in the United States,* Chapter 23.

Galpin: *Tenants Without Religion,* Country Gentleman, August 30, 1924.

Home and Farm Ownership, Chapters 9 and 16, pp. 82-84 and Chapter 10, pp. 106-108, North Carolina Club Year Book.

SECOND PAPER: By.....

Subject: FARM TENANCY AND EDUCATION

a. The facts.
b. The school levels of tenants.
c. School attendance and support.
d. Intellectual interests of tenants.

REFERENCES:

Bizzell: *Farm Tenancy in the United States,* Chapter 22.

Home and Farm Ownership, pp. 77-82; pp. 105-106, North Carolina Club Year Book.

THIRD PAPER: By.....

Subject: SOME REMEDIES FOR FARM TENANCY

a. State aid policies.
b. Federal aid.
c. Self-help remedies.
d. Building and loan associations for farmers.
e. Rural credits.
f. The California plan of state aid.

Note: The proposed remedies for farm tenancy are too numerous to be presented in detail in one paper. It is suggested that the author list the various proposed remedies, and discuss at some length the remedies which appear best suited to North Carolina conditions. Note especially the California plan.

References:

Home and Farm Ownership, Part V, North Carolina Club Year-Book.

Bizzell: *Farm Tenancy in the United States,* Part IV.

EIGHTH MEETING

Date..... Place.....

General Topic: **North Carolina as an Agricultural State**

In all probability there are only two states in the Union to-day that have larger farm populations, and more farms under cultivation, than North Carolina. Nearly 60 percent of our entire population are actual farm dwellers, and the ratio is higher in only four states. In the value of farm crops, North Carolina ranks fifth among the states, while in the total value of all farm products our rank in 1923 was fourteenth. The leading farm products are cotton, tobacco, and corn. Nearly every crop grown in the United States is grown somewhere in North Carolina, due to our great variety of soils and seasons. The fatal weaknesses in North Carolina's agriculture are: lack of livestock, too few cultivated acres per farm, farm tenancy, large negro ratios in the leading agricultural areas, maximum attention to cash crops, absence of agricultural industries, and lack of efficiency in marketing farm products.

FIRST PAPER: By.....

Subject: NORTH CAROLINA AS A CROP STATE

a. Variety of soils, seasons, and crops.
b. The leading crops and where produced.
c. Agriculture and crops distinguished.
d. Total versus per farm yields.
e. The State's food bill, and why the shortage.
f. An improved system of agriculture.

REFERENCES:

North Carolina: The Land of Opportunity, pp. 109-131.
University News Letter, Vol 8, Nos. 20, 23, 38; Vol. 9, No. 36.

SECOND PAPER: By.....

Subject: NORTH CAROLINA AS A LIVESTOCK STATE

a. The natural advantages for growing livestock.
b. The main obstacles.

c. North Carolina's rank as a livestock state.
d. The quality of our livestock.
e. The place of livestock in a system of agriculture.
f. Hopeful signs.

References:

North Carolina: The Land of Opportunity, pp. 155-163.
University News Letter, Vol. 8, Nos. 29, 30, and 32.

Third Paper: By.....

Subject: Our Horticultural and Nursery Possibilities

a. The natural advantages and possibilities.
b. The present status, and why.
c. Leading horticultural products and where grown.
d. Why important to develop horticulture.
e. The probable future.
f. Our nursery advantages and possibilities.

References:

North Carolina: The Land of Opportunity, pp. 132-154.
University News Letter, Vol. 10, No. 4.

Maps:

From table in *News Letter,* Vol. 8, No. 38, fill in for the United States the value of farm wealth produced per farm worker. Divide the table into four groups and color separately. Note the Southern States, particularly North Carolina.

NINTH MEETING

Date..... Place.....

General Topic: **Our Natural Resources: Land, Forests, Flora and Fauna**

The natural resources of North Carolina are characterized by variety. The State is unique in its geographic divisions, being fairly evenly divided into three distinct areas, the Coastal Plains, the Piedmont Plateau, and the Mountain Country. Lying between the maritime belt along the coast and the top of eastern America in the western part of the State are to be found: (a) the greatest variety of soil types occurring in any state in the Union, (b) the greatest variety of minerals of any state in the Union, with one possible exception, Colorado, (c) the largest amount of water power of any state east of the Rockies, with one exception, New York with her Niagara, (d) the largest body of inland coastal waters found anywhere in the world, and lastly (e) somewhere in North Carolina, irrespective of the season, can be found a climate that satisfies the most exacting demands, for North Carolina keeps an open house for health seekers and the tourist trade every day in the year.

Of all our natural resources, perhaps our minerals are of least commercial value. As a mineral state North Carolina is a sample case and not a deposit vault, except for a few minerals as mica, kaolin, magnetite and granite.

The flora of North Carolina, in addition to its incredible variety, is of great commercial value. North Carolina has always ranked near the top in lumber cut annually, although our rank is decreasing as the original forest resources are depleted, and little attention is given to forest conservation.

Land is the basic natural resource. More than two-thirds of all the people of the State get their living directly from the soil. Only two states in the Union have a larger farm population than North Carolina, and yet only one-fourth of the land area is under cultivation. Half of the land of the

State is idle, for all practical purposes. A chief concern of all North Carolinians should be the more economical use of the land resources of the State.

Program

First Paper: By.....

Subject: The Land Resources of North Carolina

a. Area, land and water.
b. Improved and unimproved land.
c. Fertility.
d. Variety of soils and seasons.
e. How land may be reclaimed.
f. Room for new farm families.

References:

Berryhill: *Land Resources of North Carolina.*
North Carolina Land Conditions and Problems, pp. 19-30.
North Carolina: The Land of Opportunity.

Second Paper: By.....

Subject: Forest Resources of North Carolina (commercial)

a. The forest areas.
b. Variety of forest trees.
c. Lumber production, past, present, future.
d. Forest depletion and why.
e. Forest conservation, the necessity for it, and how accomplished.

References:

Finch: *Forest Resources of North Carolina.*
North Carolina: The Land of Opportunity, pp. 38-48.
University News Letter, Vol. 8, No. 37; Vol. 9, No. 31.

Third Paper: By.....

Subject: Flora and Fauna Resources of North Carolina

a. Geographic area and variety of flora:
Tidewater.
Coastal Plains.

Piedmont Plateau.
Mountain flora.

b. Medicinal plants.
c. The fauna of North Carolina.

REFERENCES:

Beyer: *Flora and Fauna of North Carolina* (see appendix).
North Carolina: The Land of Opportunity, pp. 38-55.

TENTH MEETING

Date..... Place.....

General Topic: **Our Natural Resources** (continued)

The water power resources of the State, while not unlimited are exceeded only by New York, with Niagara Falls, of all the states east of the Rockies. At present time, 1924, the developed water power of the State totals around 540,500 horse power, and in developed power only three states in the Union rank ahead of North Carolina. It is estimated that under present conditions North Carolina can economically produce 1,250,000 horse power from her streams, and that with well-developed storage facilities, from two million to three million horse power can be developed within the State. Probably of greatest importance is the fact that Western North Carolina is located in the center of the vast water power resources of the South, and with the maturity of the Super-Power plans this area logically should increase its present margin of industrial leadership in the South.

The minerals of North Carolina, while of great variety are not of much commercial value. Only one state in the Union contains a greater variety of minerals, yet North Carolina ranks thirty-seventh in the yearly value of her mineral output. Among her minerals of greatest commercial value are mica, in the production of which we lead the states; kaolin, magnetic iron ores, granite, and clays from which large quantities of brick, tile, etc., are made; many rare and valuable gems have been found in North Carolina.

Nature has given North Carolina abundant possibilities for becoming a great resort state. The variety of altitudes, climate and scenery, and the location of the state make it sought by the tourist, while its salubrious climate attracts thousands of sick and overworked people who are seeking restoration to health and recuperated energies. With its ocean for the summer bathers, its sounds and rivers teaming with game and fish for the winter sportsman, its Sand Hill Country for the win-

ter tourist, its mountain country, unsurpassed in scenery and salubrious climate, and open practically the year round, and lastly, with its system of highways, North Carolina offers to the tourist, the pleasure seeker, and the health seeker all that can be desired. It is very probable that North Carolina will develop into the foremost resort state of the Union.

PROGRAM

FIRST PAPER: By.....

Subject: WATER POWER RESOURCES OF NORTH CAROLINA

a. Where located.
b. The water power developed.
c. The water power available, with storage.
d. Water power and the industrial development of the State.
e. The Super-Power idea and how it will likely affect North Carolina.

REFERENCES:

Husbands: *Water Power Resources of North Carolina.*
North Carolina: Land of Opportunity, pp. 97-102.
North Carolina Geological and Economic Survey for additional literature.

SECOND PAPER: By.....

Subject: MINERAL RESOURCES OF NORTH CAROLINA

a. Variety of minerals.
b. Where mainly found.
c. Minerals of commercial value, their uses.
d. Rare gems found in North Carolina.

REFERENCES:

Wager: *Mineral Resources of North Carolina.*
North Carolina: Land of Opportunity, pp. 55-76.

THIRD PAPER: By.....

Subject: RESORT RESOURCES OF NORTH CAROLINA

a. Ocean.
b. Sounds and rivers.
c. Sand Hill Country.

d. The Carolina Highlands.
e. Location, mid-way North-South.
f. Highways and delightful motoring.
g. Summary:
    Variety of altitudes.
    Variety of unexcelled scenery.
    Variety of climate.
    Favorable location.
    Unexcelled highways.

References:

Fulton: *Resort Resources of North Carolina.*
North Caro'ina: Land of Opportunity, pp. 31-36; 76-79; 191-193.

ELEVENTH MEETING

Date..... Place.....

General Topic: **Illiteracy and Reading Habits**

The facts: Of all the white people in North Carolina ten years of age and over 8.7 percent are illiterate. They numbered 104,673 souls, or so in 1920. During the ten-year period 1910-1920, the percent native white illiteracy was reduced from 12.3 to 8.2. These are the sheer illiterates, who can neither read nor write. The near illiterates far outnumber the sheer illiterates and offer a far bigger problem. The near illiterates most largely account for the low rank of North Carolina as a reading State. White illiteracy is mainly an adult problem, and the bulk of our illiterates are country dwellers, in remote areas for the most part. Of the 104,673 native white illiterates, 90,642 are 21 years of age and over and 94,664 live in rural areas.

Negro illiteracy should not be confused with white illiteracy. The negro, aided by the educated whites, is making gratifying progress along educational lines. Negro illiteracy rates are considerably higher than the rates for the whites. Of all negroes in the State 21 years of age and over 133,674 or 24.5 percent, were illiterate in 1920. In 1910, 31.9 percent were illiterate. The remarkable progress the negroes are making is shown by the fact that only 9.1 percent of country negroes, and only 3.7 percent of urban negroes, between the ages of 10 and 15 years were illiterate in 1920. The illiteracy rates for negroes of school ages in 1920 were practically the same as the rates for white children of corresponding ages in 1910.

PROGRAM

FIRST PAPER: By.....

Subject: ILLITERACY IN NORTH CAROLINA

a. The facts.
b. How North Carolina ranks.

c. Native white illiteracy, general.
d. Adult white illiterate males.
e. Adult white illiterate females.
f. Rural versus urban illiteracy.
g. Negro illiteracy.
h. Causes and consequences.

References:

Census Vol. II, 1920, if available.
State Department of Education for additional readings.
University News Letters, Vol. 8, Nos. 14, 18; Vol. 9, No. 21.

Maps:

From *News Letter,* Vol. 8, No. 14, fill in on the skeleton map the adult white male illiteracy rates. Divide the table into four groups and color separately. Note the distribution.

Second Paper: By.....

Subject: Does North Carolina Read?

a. Reading habits and facilities:
   Subscriptions to magazines.
   Circulation of newspapers.
   Public school library facilities.
   Public library facilities.

b. Why we do not read:
   Illiteracy and near illiteracy.
   Remote and sparsely settled areas.
   Small towns, lacking library collections.
   Habit, etc.

References:

Stone: *Does North Carolina Read?*
University News Letter, Vol. 8, Nos. 13, 43, 44, 45, 46.

Third Paper: By.....

Subject: A State System of Tax-Supported County and County-Group Traveling Library Service

References:

Apple: *North Carolina County Library Service.*
North Carolina Club Year Book, 1923-24.

TWELFTH MEETING

Date..... Place.....

General Topic: **Industry, Wealth and Taxation**

"Ranking fifth among the states as a producer of crop wealth, North Carolina's reputation as an agricultural state has become well-established. Less widely known is her more recently acquired, but equally noteworthy, industrial pre-eminence. Without sacrifice to her high agricultural standing, she has reared a truly imposing industrial edifice. Her manufacturing activities markedly eclipse those of her southern sisters and are not dwarfed by comparison even with the great commercial states of the east and middle west."

North Carolina's rapid rise as an industrial state largely explains the phenomenal increase in the wealth of the state during the last decade or so. North Carolina led all the states of the Union in the increase in wealth per inhabitant during the ten-year period from 1912 to 1922, and in the increase in total wealth only two states made larger percent gains. The estimated value of the principal forms of wealth in North Carolina in 1912 was $1,647,781,000, and at the end of 1922 it was $4,543,110,000, a gain in ten years of $2,895,-329,000 or 175.7 percent, the greatest gain made by any state in the Union.

In North Carolina property is taxed for local purposes only. The state government levies no taxes on property. The aggregate tax levy for all purposes whatsoever averages $1.47 per one hundred dollars of property listed for taxation in 1922, and the rate was the lowest of any state in the Union. The total tax burden per inhabitant is less in only five states. The North Carolina taxpayer gets more for his money than does the taxpayer of any other state. The cost of government has increased but it is still cheap in this state. In no other state are the people getting as much in return for what they spend in taxes as in North Carolina.

Program

First Paper: By.....

Subject: Industrial Wealth in North Carolina

a. Our rise as an industrial state.
b. Where located.
c. The leading industries:
   Textile.
   Tobacco.
   Furniture.
   Miscellaneous.
d. Our future as an industrial state:
   Labor.
   Water-power.
   Raw materials.
   Markets.

References:

Commerce and Industry, Vol. I, Nos. 1, 2, 3, 4, 5, and 10.
North Carolina: Land of Opportunity, pp. 102-109.

Second Paper: By.....

Subject: Wealth and Taxation in North Carolina

a. True wealth of North Carolina.
b. The growth of wealth in North Carolina.
c. The cost of government in North Carolina and in other states.
d. Distribution of taxable wealth in other states.
e. Our bonded debt, and why incurred.

References:

University News Letter, Vol. X, Nos. 11, 12, 13, 14, 20, 24, and 29.

Third Paper: By.....

Subject: Income Taxes and Federal Revenue

a. Our rank in the payment of income taxes.
b. The distribution of income taxpayers.
c. Our federal tax bill.

References:

Commerce and Industry, Vol. I, No. 11.
University News Letter, Vol. 9, No. 44; Vol. XI, No. 3.

THIRTEENTH MEETING

Date..... Place.....

General Topic: **Health, Roads, and Public Welfare**

"'North Carolina is one of the oldest states in the Union. Twenty years ago it was one of the poorest. To-day, with practically no immigration from other states, with only the increase in population that comes from its excess of births over deaths, it finds itself one of the richest states, progressing rapidly in every desirable instrument of civilized life—a community of contented, industrious citizens, with beautiful and modern homes thriving farms and factories, hotels in every small city that cannot be excelled anywhere, highways that make travel and commerce comfortable and expeditious, schools that are good and daily growing better, a public health department that has brought its death rate to the lowest in the country, and best of all, a people of one mind upon the great issues of life, inspired by a common ideal, informed with a common purpose, heartened by their success in the pursuit of a great vision, and confidently pressing forward to further achievements.

"About twenty-five years ago there was a man named Aycock—."—From French Strother's article on North Carolina's Dreams Come True, in World's Work, November, 1924.

PROGRAM

FIRST PAPER: By.....

Subject: PUBLIC HEALTH WORK IN NORTH CAROLINA

a. Organization.
b. Activities of the State Health Department.
c. County health work.
d. North Carolina compared with other states.
e. Results achieved.

REFERENCES:

University News Letter, Vol. 7, No. 42; Vol. X, No. 26.
Additional information from State Board of Health, Raleigh, N. C.

Second Paper: By.....

Subject: Highways and Public Education

a. Relationship of public highways to public education.
b. Public education in North Carolina: Review of its growth and present status.
c. North Carolina's system of state-constructed and state-maintained highways.

References:

Hill: *North Carolina: A Story of Triumphant Democracy.*
Commerce and Industry, Vol. I, No. 3.
University News Letter, Vol. X, Nos. 16, 18, 25, 27.
Additional information or up-to-date statistics from State Highway Commission, and State Department of Education, Raleigh, North Carolina.

Third Paper: By.....

Subject: Public Welfare in North Carolina

a. The public welfare movement.
b. Goals to be reached.
c. The meaning of public welfare.
d. The North Carolina plan.
e. County organization.
f. Public welfare activities.

References:

Public Welfare and the Community, Extension Bulletin.
Additional information from the State Department of Public Welfare, Raleigh, North Carolina.

FOURTEENTH MEETING

Date..... Place.....

General Topic: **Some Immediate Needs in North Carolina**

North Carolina is being praised throughout America for the remarkable progress she has made within recent years. No state has ever done more to develop itself than North Carolina has done during the last five years. Already she has spent 65 million dollars on a state system of public highways, and more than 20 millions of dollars on public institutions. She maintains a state health department second to none, and in the field of public welfare legislation and conservation she is a decade or two ahead of any other southern state. Too much praise cannot be given for what has been and is being accomplished. But there are other fields to conquer. The job is not half done. This meeting, and the next two, will deal with nine immediate needs in North Carolina. They might be thought of as next steps forward in the development of a commonwealth that is truly a commonwealth in every sense of the term. There are many other problems, but few of more immediate importance.

PROGRAM

FIRST PAPER: By.....

Subject: COUNTY OR COUNTY-GROUP HOSPITALS FOR NORTH CAROLINA

a. Last in hospital facilities.
b. North Carolina in the World War.
c. Saving mothers and infants.
d. Caring for the tubercular.
e. Spreading health literature.
f. Country people inadequately served.
g. The proposed plan.

REFERENCES:

Smith: *County or County-Group Hospitals for North Carolina,* North Carolina Club Year Book, 1923-1924.

Second Paper: By.....

Subject: County or County-Group Homes for the Poor

a. County poor houses: the present situation.
   Investment.
   Equipment.
   Management.
   Social conditions.
   Cost of maintenance.

b. County group homes for the poor:
   The proposed plan.
   The economic advantages.
   The social advantages.

References:

Lay: *A Study of the County Homes in North Carolina,* North Carolina Club Year Book, 1923-24.

Third Paper: By.....

Subject: A State System of Port Terminals and Water Transportation

a. Our excessive freight bill, and why.
b. Why water competition lowers freight rates.
c. Possibilities for port terminals, and inland waterways.
d. Experiences of other states.
e. Shall North Carolina remain helpless?

References:

Branson: *Public Port Terminals in North Carolina.*
Report of the State Ship and Water Transportation Commission.
University News Letter, Vol. X, Nos. 47, 48, 49, 50; Vol. XI, No. 1.

FIFTEENTH MEETING

Date..... Place.....

General Topic: **Some Immediate Needs in North Carolina** (continued)

FIRST PAPER: By.....

Subject: IMPROVED COUNTY GOVERNMENT

a. Brief history of county government.
b. Brief history of interest in county government and reform.
c. Why county government is inefficient.
d. Evidences of inefficiency.
e. The need for a business-like administration of county finances.
f. How a business-like administration may be secured, or proposed changes.

REFERENCES:

Wager: *The Need for a Business-like Administration of County Government.*

SECOND PAPER: By.....

Subject: COUNTRY COMMUNITY LIFE AND CO-OPERATIVE FARM ENTERPRISE

a. What a country community is.
b. Rural North Carolina, individualistic and poor.
c. The need for coöperation for:
   Economic advantages.
   Civic advantages.
   Social advantages.
d. Coöperation in Denmark.
e. Coöperation in the United States.
f. The need for country community life and coöperative farm enterprise in North Carolina.

REFERENCES:

Griffin: *Country Community Life and Coöperative Farm Enterprise,* North Carolina Club Year Book, 1923-24.
Branson: *Farm Life Abroad.*

Third Paper: By.....

Subject: The Consolidation of Schools and the County Unit of Administration

a. The rural school problem.
b. The rural school house.
c. The rural teacher.
d. The rural school compared with the city school.
e. The remedy:
   The consolidation of schools and the county unit of administration.
   The meanings.
   The advantages.

References:

James: *Consolidation of Rural Schools in North Carolina and the County-wide Plan of Administration,* North Carolina Club Year Book, 1923-24.

Bibliography of above article.

SIXTEENTH MEETING

Date..... Place.....

General Topic: **Some Immediate Needs in North Carolina** (continued)

FIRST PAPER: By.....

Subject: COUNTY PRISON REFORM

a. History of prison reform in North Carolina.
b. The Citizens Committee of One Hundred on Prison Legislation.
c. Prison laws not enforced.
d. Survey of county prisons, conditions found.
e. Recommendations of the Citizens Committee.

REFERENCES:

Sanders: *Social Treatment of Criminals in County Prisons in* North Carolina. Bibliography.

SECOND PAPER: By.....

Subject: STATE PRISON REFORM IN NORTH CAROLINA

a. History of state prison reform in North Carolina.
b. Present conditions.
c. Needed reforms.

REFERENCES:

Brunson: *State Prison Reform in North Carolina.* Bibliography. North Carolina Club Year Book, 1923-24.

THIRD PAPER: By.....

Subject: A STATE PROGRAM FOR DELINQUENT GIRLS

a. A problem of childhood.
b. What the term covers.
c. The school and the delinquent girl.
d. Poor wages and delinquency.
e. Prevention:
   Campfire Girls' Organization.
   Girl Reserve Troups.
   Girl Scout Organization.
   Supervised recreation.

f. Correction:

Samarcand for young girls.
Farm colonies for older offenders.

References:

Connell: *A State Program for Delinquent Girls in North Carolina,* North Carolina Club Year Book, 1923-24.

TERMS FOR THE COURSE

The registration fee for the course, *Know Your Own State—North Carolina,* is $5.00, for which ten copies of the program will be supplied and the reference material loaned upon request. Additional copies of the program may be purchased for fifty cents each.

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Bureau of Public Discussion,
University Extension Division,
Chapel Hill, N. C.

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

CHILDREN OF OLD CAROLINA

By ETHEL THEODORA ROCKWELL
of the
Bureau of Community Drama

AN HISTORICAL PAGEANT OF NORTH CAROLINA FOR CHILDREN

Initial Performance by the Four-County Fair Association
Dunn, N. C., October 7, 1924

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ETHEL THEODORA ROCKWELL
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Dedicated to

The Children of the North Carolina of Today
With the Hope and Prayer That They, Too,
in Their Turn Will be "Always Remembered by What They Have Done"

Foundations were laid for old Carolina State
By dauntless dreaming men from many lands,
A-thrill with a New World's thoughts and hopes and dreams
Who shaped the destinies of a mighty race
As they followed an unknown trail all dim and grim,
Yet everywhere cheered by the laugh of a little child:
Laughing children dancing on the wings of the wind,
Dancing children filled with raptures of song,
Singing children, dreaming with eager, yearning hearts,
Immortal visions of an epic day:
Days of wonder, worship, service, love, and praise,
Days of sorrow, terror, sacrifice, and death;
Oh, mark ye well as group by group they pass—
The children of Old Carolina State.

Setting for "Children of Old Carolina"

A Colonial scene with Edward Moseley as the Dominant Spirit.

Edward Moseley:

I labored to establish on this soil
The rights and liberties of all mankind.
Time led me hence to live, to serve, to die,
That children coming after might glean the fruits
Of the great new age I helped to usher in.

PREFACE

THE CHILDREN OF OLD CAROLINA has been written to meet an ever-growing demand for historical dramas for large groups of children below high school age. Most pageants have been written for adult casts and are therefore utterly unsuited for production by children even of high school age, though again and again one witnesses the usually pathetic attempt to present the great personages of history in pageants. As a class exercise in the school room it may be of considerable educational and inspirational value but as a big out-door entertainment it falls far short of being either.

This pageant, on the other hand, has been written for children to enjoy and to be staged by them. Always the author has kept in mind the fact that the cast is to be composed of children, and has thus tried to have them do the things that children of the various periods depicted would naturally have done. They sing the songs of the period, dance the dances, play the folk-games, work at typical tasks, and talk about the great events of the day as they would have seen them through their childish eyes and interpreted them. The main attempt has been to make beautiful, colorful, active scenes that have the effect of living moving pictures. All speeches by the children are brief and simply help to carry on the story and the action. Where longer speeches of considerable importance are introduced there is one adult figure, such as the schoolmaster who is put on the stage with the children in the Revolutionary scene, "The Spirit of Seventy-Six."

To the average child conning his history book the monotonous one-toned pictures of state or national heroes mean little. He rarely thinks of the persons they represent as having lived romantic, colorful, interesting lives. In order to develop the sense of reverent hero-worship in the hearts of all children taking part in or witnessing this pageant, one dominant figure of each period of Carolina history has been made the dominant spirit of the scene represented. We want our children to look up to them, to stand in awe of the great things they accomplished, and to reverence their memory. In order to create this spirit, these dominant spirits are placed upon a mystic tower in the background far above the stage, or earth-plane, on which the children act their little hour. These few figures of heroes should be presented by leading, respected adults of each community in which the pageant is produced. Each in turn introduces the children of his period and vanishes when they vanish.

THE CHILDREN OF OLD CAROLINA is offered with the earnest hope that it may help to fulfill some of the needs for worth-while children's dramas.

OUTLINE OF CHILDREN OF OLD CAROLINA

Prologue *By* Father Time

Part I. The Children of the Lost Colony. (An English scene the day before the sailing of the Admiral.)
Dominant Spirit—Sir Walter Raleigh

Part II. The Children of Primeval Days. (An Indian scene.)
Dominant Spirit—Manteo.

Part III. The Children of Old Colonial Days
Dominant Spirit—Edward Moseley

Scene 1. Children of English Parentage

Scene 2. Quaker Children
Dominant Spirit—Governor Archdale

Scene 3. Swiss Children
Dominant Spirit—Baron de Graffenreid

Scene 4. Scotch-Irish Children
Dominant Spirit—Hugh Waddell

Scene 5. Scotch Highland Children
Dominant Spirit—Flora MacDonald

Scene 6. German Moravian Children
Dominant Spirit—Bishop Spangenberg

Part IV. The Children of Westward Ho!
Dominant Spirit—Daniel Boone

Part V. Children of the Revolution
Dominant Spirit—Cornelius Harnett

Scene 1. The Spirit of '76

Scene 2. The Hornet's Nest
Dominant Spirit—Col. William R. Davie

Part VI. Children of Old Plantation Days
Dominant Spirit—Governor William A. Graham

Scene 1. The Children of the Cabin. (A negro scene)

Scene 2. The Children of the Big House

Part VII. Children of the Confederacy
Dominant Spirit—Governor Zebulon Vance

Part VIII. Children of the New Freedom
Dominant Spirit—Governor Charles B. Aycock

Epilogue IX. Children of Today
Dominant Spirits—Spirits of North Carolina and America

CHILDREN *of* OLD CAROLINA

PROLOGUE

SETTING: On upper right and left stage rise two crenelated towers. Each of them has an arched doorway with two seemingly ancient brass-bound doors parting in the center. Those in the left tower open inward, those in the right, outward. Both towers are largely masked by tall shrubbery and ivy. Above the doorway in the left tower is the face of a large clock whose hands mark twelve. On the right tower is the Colonial Seal of North Carolina, or some ornamental design that will balance with the clock on the other tower, while from each front corner floats high a State pennant.

On top of the left tower sits pensive, throughout the drama, the immutable figure of Time with his silver scythe curving over his shoulders. His hair and beard are long and white and he is clothed in a loose dark purple robe. Before him is a golden brazier from which flames and trails of smoke constantly arise. Billowing beside and behind him in a continuous, gleaming chain are many fairy-colored, bubble-like balloons—the days that are gone. Before the towers is the earth space where each succeeding generation acts its little hour.

As the scene opens, there begins the resonant sound of the clock striking in Time's tower, which continues until twelve strokes have sounded. Upon the first stroke, Time blows from an enormous golden pipe a shining balloon which, like a bubble, soars away into the sky as a new day. Then from an hour-glass-like receptacle beside him he adds fuel to the flames before him and, lifting his face, speaks in a deep, reflective tone. As he speaks two small children, a boy and a girl, appear upon either side of the right tower. The girl is in soft floating draperies of blue, the boy in khaki running trunks and vest or knitted swimming suit. Their limbs are bare and they stand a-tip-toe with hands outstretched toward the other tower. Upon Time's words, "Age by age, the feet of little children passing," they disappear.

TIME

[As he blows the bubble from his pipe]

Behold! A new day is born to gleam in the sun—
A new link in my living chain of unbroken light;
And, like torches flaming on my eternal sky-rim,
New children bravely stand their little hour
With eager hands outstretched and yearning eyes
Uplifted to my far-flung battlements.

They seek to solve my ancient riddle, Life;
With hastening, pilgrim feet they seek the answer;
With faltering faith and tremulous hope and bitter pain
They win it, bit by bit—then weary, broken—
Yet with a challenge in their last triumphant cry,
They pass it on and sleep in my embrace.
Age by age, the vision's won,
Age by age, 'tis carried on,
Age by age, the feet of little ones
Tread so valiantly my new-traced trails;
Bearing ever onward humanity's hopes and dreams.
Age by age,—ah, the trails that are worn
By the feet of little children passing—passing—
And I, Eternal Time, alone remain,
Immutable, forevermore.

[Stretching his hand toward the audience]

Folk of Carolina, living now,
Would you see them—see my children passing?
Gaze down long vistas of departed days?
Would you your vision turn upon the paths
Far-traced by children of Old Carolina State?—
Into the past, they're vanished, you say, quite away?—
Nay,—I hold them all here in my hands.—
Time is, and was, and evermore shall be.
Then hark ye! Behold!

[He takes in his hands one of the balloons in the chain behind him and gazes at it. Again the clock strikes twelve, and from the doorway below him emerges a young herald dressed in late 16th century costume. He lifts a golden trumpet to his lips and sounds a clear call in answer to which the figure of Sir Walter Raleigh appears upon the right tower. Whenever a figure appears on the opposite tower, Time showers down a handful of stars.]

TIME

[Still gazing at the bubble in his hands]

From England's soil, Carolina's first children of light
Did spring in the days when The Shepherd of the Ocean,
Gallant Raleigh, builded for Britain an Empire of might
And dreamed of a new race on Freedom's heights.

PART I

THE LOST COLONY

SCENE: Portsmouth, England.

TIME: April, 1587.

CHARACTERS: Children of England, part of whom sailed on the *Admiral* the next day to become the founders of what is known as Raleigh's Lost Colony, which settled on Roanoke Island and founded the "Citie of Raleigh." Here on August 18th, 1587, was born America's first white child of English birth, who was named Virginia and was the daughter of Ananias and Eleanor Dare. When Governor White returned to the colony in 1590 it had utterly disappeared.

THE SPIRIT OF RALEIGH

[From right tower]

"E'en such is Time, which takes on trust
Our youth, our joys, and all we have,
And pays us naught but age and dust;
Which in the dark and silent grave,
When we have wandered all our ways,
Shuts up the story of our days;
And from this grave, this earth, this dust,
My God shall raise me up, I trust!"*

Yea, truly He has lifted me!
Accomplished is the work I dreamed
Of empires vast and nations free,
And my great plans now stand redeemed.
Ah see, again an April day
With English children at their play
Ere they set sail and came to be
With those of my Lost Colony.

[Again the herald standing before the left tower sounds his trumpet, whereupon the doors of the right tower open and through them enters another herald dressed like the first but bearing an ancient ship's lantern and a staff. The heralds move toward the right and left fronts of the stage and take up their positions on each corner

* Written by Raleigh the night before his execution.

where they remain throughout the scene. While they are moving into position a group of children in late 16th century English costume come through the door of the right tower and run joyously into position center stage. Two tall boys bear a Maypole in their hands, while sixteen or more children each hold a ribbon and skip into position around the pole as it is set up. Then they sing and dance a Maypole dance.** Suddenly one of the boys drops his ribbon, tosses his cap, and shouts exultantly.]

ROBERT ELLIS

Hark ye! Tomorrow I sail on the Admiral. Heigh-ho!

SEVERAL

[All stopping their dance]
Not tomorrow, surely!

ROBERT

Yes, tomorrow, truly. Goodman White told my father so early this morning.

JOHN SAMPSON

Then there's no need for me to practice for the May Day here any longer.

SEVERAL

[Dropping their ribbons]
Nor me, nor me!

THOMAS HUMPHREY and THOMAS SMART

[Dropping the pole]
Heigh-ho! Next May-Day we'll decorate a pole in the new Citie of Raleigh across the seas.

ELIZABETH VICCARS

Father and Mother and Ambrose and I are going, too. Our household things are now on board.

AMBROSE VICCARS

Yes, and do you know the first thing I shall do when I am there? I shall learn to shoot a deer with bow and arrow. Manteo has promised to teach me.

ROBERT ARCHARD

Me, too! Already I have the strong bow he made for me.

** Special music or any good English music for May pole dance.

A GIRL

Of, if only I could go, too, but father says he is fearful of the savages.

ROBERT ELLIS

Pshaw, who's afraid? Not I. Sir Walter says that such as I shall bear Old England's flag around the world, cross seas uncharted, beard King Philip's tyrants on the Spanish Main, and build a brave new world of freedom and brotherhood.

ALL

[Singing]

O, our good ship, firm and true, Yo ho!
Carries Britain's finest crew, Yo ho!
Though the seas be wild and squally,
Our captain's Walter Raleigh,
And there's nothing he can't do, Yo ho!*

ROBERT ELLIS

Yo ho! Come away! Out with ye! We needs must prepare ourselves for the voyage.

[The boys take up their pole, some of the children seize the ribbons, and all go gaily skipping off the stage through the doors of the left tower. The heralds also turn and disappear through the same doors through which they entered, while Time puts aside the bubble he has been holding and moves his hands over others until he finally selects one just as the clock again begins to strike. Raleigh vanishes at the same time as do the children.]

* Special words and music written by Margaret Plank Ganssle for Koch's *Raleigh, the Shepherd of the Ocean.*

PART II

CHILDREN OF PRIMEVAL DAYS

TIME

[Musingly]

Ere the intrepid feet of white mankind
Trod Carolina ways, another race,
Wild children of red soil and swaying pine,
Built council fires, trailed deer and buffalo,
And chanted praise to their great Manitou.
Their ancient woodland haunts know them no more.
Their camp fires failed and far along their trails
The forest children, tribe on wandering tribe,
Fell back when the Great Spirit ceased to hear
Their prayers, and o'er their race as o'er the vales
The gathering darkness fell and led to night.

[Time chooses another bubble, the clock again strikes twelve and out from his tower comes another herald, this time dressed as an Indian. He raises to his lips a reed flute, sounds a plaintive woodland call, and upon the right tower appears the tall figure of Manteo, the friend of the white man, who was one of the Indians carried to England by Amidas and Barlow.]

MANTEO

[First shooting a flaming arrow into the sky, then chanting with hand unlifted]

O - e, ha-lay, O-e, ha-lay!
O - e, ha-lay, O-e, ha-lay-ho-ho!
Through the clouds, riding on high
Toward the sun I fly, far, far, far.
There I find the holy place,
And light anew comes to me.
O - e, ha-lay, O-e, ha-lay!
O - e, ha-lay, O-e, ha-lay-ho-ho!*

* Special music.

[Again the herald sounds his call on his flute, and out from the right tower comes another Indian herald, carrying a burning fagot and a gaily painted coup-stick. As before, these heralds march silently to each corner of front stage and stand there throughout the scene. First a group of Indian maidens enter, two or three with papooses on their backs. These they take off and hang on trees, gently swaying them for a moment and singing a lullaby. Others carry fagots with which they light a fire.]

MAIDENS

[Singing]

E-wa-yea! My little owlet!
E-wa-yea! E-wa-yea!
Who is this that lights the wigwam?
With his great eyes lights the wigwam?
E-wa-yea! E-wa-yea! E-wa-yea!*

[As they sing, several of the maidens chop away some shrubbery and thus reveal toward the left background a wigwam before which sits a small boy playing an Indian melody on a flute, while another near him beats an Indian drum. There is a whoop and shout as a group of boys now run in, each with a bow and arrows. All together they shoot their arrows to see which can shoot the farthest, then they run to pick them up and pantomime which has won. The maidens in the meantime form in two lines facing each other and dance the blanket dance, in which they spread their blankets behind them like great wings and dance forward and back, forward and back, beckoning, retreating, gesturing, bending, and swaying until they finally dance off, two by two, with one blanket draped about two pairs of shoulders. They then sit in groups, some making rush baskets, some beading moccasins, some playing pomawonga, and others replenishing the fire. The boys in the meantime have been pantomiming a bear hunt at one side of the stage. Now they form a circle about the fire and begin to dance the flaming arrow dance, in which one young Indian on each cardinal point dances out toward the corners of the stage after dipping the tip of his arrow in the fire, and when so far out shoots his burning arrow into the distance. He then dances back again and all dance wildly around the fire; then come to a halt, dipping

* Special music.

arrows again into the flames and all together shooting them high as they intone "O-ye, ho-e, O-ye, ho-ye, O-ye-o, ho." Just at this moment a tall young Indian messenger dashes in from the tower left, comes into the midst of them and pantomimes excitedly. There is a cry of "The Pale-faces! The Pale-faces! The winged boats! The winged boats!" Hurriedly they gather up their belongings, including the wigwam, and rapidly disappear through the door of the left tower, followed by the heralds. And again old Time lays aside the bubble of a day that is gone.]

PART III

CHILDREN OF OLD COLONIAL DAYS

TIME: Late 17th and early 18th centuries.

PLACE: Centering in and around New Bern, the place usually considered the Colonial Capital.

TIME

Foundations were laid for Old Carolina State
By dauntless, dreaming men from many lands,
A-thrill with a New World's thoughts and hopes and dreams,
Who shaped the destinies of a mighty race
As they followed an unknown trail all dim and grim,
Yet everywhere cheered by the laugh of a little child;
Laughing children dancing on the wings of the wind,
Dancing children filled with raptures of song,
Singing children dreaming with eager, yearning hearts,
Immortal visions of an epic day:
Days of wonder, worship, service, love and praise;
Days of sorrow, terror, sacrifice, and death;
Oh, mark ye well as group by group they pass—
The Children of the Old Colonial Days.

[Again he holds in his hands another bubble, the clock strikes and out from the tower comes the third herald in early 18th century costume. He sounds a new call and upon the right tower appears the spirit of Edward Moseley, probably the most influential man in the colony during the last century of the colonial period. He was always a bold and earnest champion of liberty, a wise and fearless leader, and always most popular with the people, whose confidence he held as Speaker of the Assembly and leader of every forward movement. Throughout the following scenes he will remain at the right of the tower while one after another of the dominant spirits of different groups will appear.]

EDWARD MOSELEY

Old Time bestowed upon me the chance to live
My manhood years in this young colony
Where civilization's boons were hardly won
With woodman's axe and bitter privation's tools,

By hardy pioneers whose chiefest wealth
Was a dream of Freedom's glory and the task
Of building from primeval things a brave
New world. With comrades such as these my lot
Was cast to pilot the new launched ship
Of state across the billows of the years
That tossed with strife, with bloody massacres,
Misunderstandings and unjust demands.
I labored to establish on this soil
The rights and liberties of all mankind.
Time led me hence to live, to serve, to die,
That children coming after might glean the fruits
Of the great new age I helped to usher in.

SCENE 1

CHILDREN OF ENGLISH PARENTAGE

[Again the herald blows his call and again a companion herald steps from the right tower bearing a colonial lantern and a woodman's axe. Again they move to position front stage, as out from the tower comes laughing a group of children of English parentage. Gaily they fall into the action of the old folk-game "Looby Loo,"* which they end by dancing into the center background as the clock strikes two and a new herald appears from the left tower in Quaker garb and ringing a hand-bell.]

SCENE 2

QUAKER CHILDREN

[With the ringing of the bell, John Archdale, North Carolina's Quaker governor, appears on the left side of the right tower.]

GOVERNOR ARCHDALE

Hear ye, hear ye!
Of the Society of Friends am I.
Where'er my people come, they come in peace,
Good will, and love toward all mankind, for they
Await the voice of the indwelling Christ,
That inner light that lighteth every man
And that doth show the way unto salvation.

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* See Hofer, Mari Ruef: *Children's Singing Games*, p. 32. A. Flanagan Publishing Company, Chicago, Ill.

So much to us has been so freely given
That we will freely render back again
Our hearts' best treasure: love and faith
And true devotion for our God and State.

[The Quaker herald again rings his bell and his mate appears from the other tower, bearing a lantern and a hoe. They go down stage to positions beside the English herald as out from the tower comes demurely a group of children in Quaker costume. The little girls carry samplers on frames partly finished and cloth sewing-bags drawn in at the top and swinging from long strings. Demurely they seat themselves on the ground, hold the samplers in their laps and begin to work. The boys in the group enter more briskly, drive a stake into the ground and begin a game of quoits.]

Rachel

Look ye, my friends, my sampler, "Peace be to this house," is almost finished.

Anne

Mine is so long, I am growing almost a-weary. Just see how long it looks, "The Lord will bless His people with peace." Then besides, my name is longer than most—Anne Lillington Porter—till you see my colored yarns are fair run out. Art thou near finished with thy "Have peace with one another," Elizabeth?

Elizabeth

But one more word to do. I can scarce wait until I hang it over our mantel shelf.

Martha

Father says my "Blessed are the peace-makers" shall be hung over our dining table.

Mary

And my "The Lord give thee peace" shall be opposite our doorway where all who enter may read and feel its blessing.

Elizabeth

What word shall we all choose for our next sampler?

Martha

Mother says the word "love" would be best for there are so many beautiful verses about love. Mine shall be "The God of Love be with thee."

OTHERS

Oh, yes, yes, our new word shall be "love." We'll look up new verses tonight.

RACHEL

My sampler's done. Come, let us watch the boys with their game. Tomorrow I shall start my love sampler. I like thy verse, Martha, "The God of Love be with thee."

ALL

[As they gather up their work and face the audience]
"The God of love be with thee."

[They move toward the right stage background where their brothers are playing. One of the boys stops his playing and shyly approaches Rachel, offering her an apple, which she coyly accepts.]

SCENE 3

SWISS CHILDREN

[There are three strokes of the clock and a young goatherd herald appears sounding an Alpine horn. Upon the right tower comes Baron Christopher de Graffenreid, the leader of the Swiss colony and the founder of New Bern.]

BARON DE GRAFFENREID

Religious freedom we come seeking here
In this new sea-encircled Switzerland.
Our eyes search for our Alpine mountain peaks,
But meet blue waters and unfathomed woods.
From persecutions of the spirit we fled,
To meet with persecutions of the flesh,
By savage men that would deny our right
To hold this land for civilization's dower.
Yet, spite of terror, capture, hideous death,
And lurking murderous foes our people thrive,
And carefree at our feet our children play.

[Again the Alpine call is sounded, the other herald appears, bearing a torch and a stout Alpine stick, while behind him follows a group of Alpine children leading some goats and bearing among them shepherd's crooks and small tinkling bells. Together they pantomime "The Shepherd Maiden,"* then fall into the background with the preceding groups.]

* See Hofer, Mari Ruef: *Popular Folk Games and Dances*, p. 27. A. Flanagan Company, Chicago, Ill.

SCENE 4

CHILDREN OF THE COVENANTERS

(Scotch-Irish)

[The clock strikes four times, a Scotch Lowlander herald appears and sounds a call upon a conch-shell horn. Upon the tower appears Hugh Waddell, a young Scotch-Irishman who came to North Carolina with Governor Dobbs in 1753 and from that time until his death in 1773 was the intrepid Indian fighter, the explorer and winner of the west, the defender of the rights of the people in the Assembly and the Council, the suppressor of tyranny and lawlessness, and a gentleman of wealth, honor, and spirit.]

COLONEL HUGH WADDELL

My people are oft called the Covenanters,
Ironsides, or Puritans of the Scottish race.
We are the followers of Knox and Calvin's Kirk,
Staunch Presbyters that into every hand
The Holy Bible place and bid each man
Himself to read and understand its words.
Therefore, we 'stablish first where'er we bide
Free schools and churches of democracy.
From our skilled hands the industries develop
Until we build a land of thrift and plenty.
Strong to win and stern to defend and hold
Our own, we are the dauntless pioneers
Of Westward march, the vanguard on the far
Frontiers of new America.

[Again the herald blows a call and onto the stage comes his companion herald, bearing a small tallow dip lamp and a Bible. There follows him a group of colonial school children surrounding their master, who distributes Bibles among them as they cross to stage left. Standing near the left tower the master raises his hand for silence, the children open their Bibles and responsively read.]

MASTER

Lads and lassies, you are aware that your fathers have started this first school here in this new land that you might learn to read God's Holy Word. Let us see how well you have profited from your opportunities by reading the One Hundred and Twenty-first Psalm:

I will lift up mine eyes unto the hills, from whence cometh my help.

CHILDREN

My help cometh even from the Lord, who hath made heaven and earth.

MASTER

He will not suffer thy foot to be moved; and He that keepeth thee will not sleep.

CHILDREN

Behold, He that keepeth Israel shall neither slumber nor sleep.

MASTER

The Lord Himself is thy keeper; the Lord is thy defense upon thy right hand.

CHILDREN

So that the sun shall not burn thee by day, neither the moon by night.

MASTER

The Lord shall preserve thee from all evil; yea, it is even He that shall keep thy soul.

CHILDREN

The Lord shall preserve thy going out and thy coming in, from this time forth for evermore.

[As the reading is finished, the master takes a tuning-fork, gets the pitch, lines off a song, a line at a time, and leads the children in singing to the tune of Old Hundred, a paraphrase of the twentieth Psalm. The children should sing draggingly and with a nasal expression.]

SONG

Now may the God of power and grace
Attend His people's humble cry!
Jehovah hears when Israel prays,
And brings deliverance from on high.

Now save us, Lord, from slavish fears;
Now let our hopes be firm and strong,
Till Thy salvation shall appear,
And joy and triumph raise the song.

[As the song ends, further activities of the school are broken off by the swirl of bagpipes and the entrance of the Highland Scotch.

However, throughout the rest of the Colonial scenes, the children make a silent show of studying, while the master busies himself by appearing to help the different pupils, chastising them, etc.]

SCENE 5

SCOTCH HIGHLAND CHILDREN

[When five o'clock strikes a Highland lad appears dressed in the MacDonald plaid. He sounds his call upon bag-pipes and the spirit of Flora MacDonald stands center on the right tower. The spirit of Scotch settlers is best interpreted by that of Flora MacDonald, the maiden who rescued Prince Charlie of the House of Stuart and through her cunning and fidelity helped him to escape the close grasp of the English, after the bloody battle of Culloden. She became the toast of all Scotland. After her marriage to Alan MacDonald and the birth of five sons and several daughters, she came with her family to North Carolina, where they valiantly supported the Royalist cause during the Revolution. They returned to Scotland after the war, disillusioned and broken in fortune.]

Flora MacDonald

Folk of this royal province of King George,
Together you have brought with your hearth fires
A bit of many lands from Europe's heart
And planted it in this unbroken soil.
It would not be complete without the leaven
Of Highland blood; without the courageous heart
Of Highland folk.—We come to bring it here.
Some of you have panted fugitive
Through long heart-throbbing nights, and so have we;
Some have braved the perilous fight for right,—
Earth's story will forever ring with Highland deeds;
Some have dared your all that others might
Win life and freedom's crown, and so have we;
Some have been adventurers, fearless, brave,
Upon uncharted seas and trackless lands,—
Adventure thrills the heart of every Scot.
'Tis that that brings us hither,—that, and a dream
That refts us from our heather-mantled mountains
And beckons us to cast our lot with thine,
O Carolina Folk.

[Again the bag-pipe calls, the other herald leads forward, holding aloft a fiery cross for light. Swiftly upon the stage come the Scotch children, the bagpipes playing a Highland fling to which the children gaily dance. When the dance ends, they too fall into the background.]

SCENE 6

GERMAN MORAVIAN CHILDREN

(The Easter People)

[After six strokes from the clock, from the left tower comes a Moravian trumpeter, sounding his call upon a flaring-mouthed trombone. On the other tower appears the figure of Bishop August Gottlieb Spangenberg.]

BISHOP AUGUST GOTTLIEB SPANGENBERG

[Lifting his hands and face and speaking with reverent triumph]

The Lord is risen! The Lord is risen indeed!

[The herald sounds the same call and the second herald appears, carrying a torch and a wreath. The Moravian children enter in two separate groups, boys' choir first, then the girls'. The boys bear torches and the girls wreaths and garlands of flowers. They enter singing and pass across the stage in procession, singing until they disappear through the left tower.]

SONG FOR THE PROCESSIONAL

"Hail, all hail, victorious Lord and Saviour,
Thou hast burst the bonds of death;
Grant us, as to Mary, the great favour
To embrace Thy feet in faith:
Thou hast in our stead the curse endured,
And for us eternal life procured;
Joyful we with one accord,
Hail Thee as our risen Lord."*

BISHOP SPANGENBERG

[As the children disappear, the Bishop continues.]

"The God of Peace, that brought again from the dead our Lord Jesus Christ, the great Shepherd of the Sheep, through the blood of the everlasting covenant, shall also quicken these our mortal bodies,

* Special music furnished by Miss Adelaide Fries, of Winston-Salem.

if so be that the Spirit of God hath dwelt in them. And may He keep us in everlasting fellowship with those of our brethren and sisters, who, since last Easter day, have entered into the joy of their Lord, and with the whole church triumphant, and let us rest together in His presence from our labours."

[As Bishop Spangenberg ceases speaking, all of the children left on the stage form in procession and pass out left tower, singing while their heralds also disappear within their respective towers.]

ALL

[Singing]

Passing away like the dews of the morning,
Soaring from earth to our home in the sun,
Leaving to you the bright hope of the morrow,
Always remembered by what we have done.

Always remembered, always remembered,
Always remembered by what we have done.*

* Special music.

PART IV

CHILDREN OF WESTWARD HO!

PLACE: The frontier of Carolina centering on the Yadkin River.

TIME: 1773.

TIME

Why does man dream, then follow the gleam?
Why forever range far trails and strange?
A thousand miles of hardships, trials,
And bitter loneliness where wild winds moan?
Ah, why does man dream, then follow the gleam?

Do you not know he follows a glow
From a handful of stars like flashing scimitars
That I fling down from Heaven's crown
To dazzle his eyes with dreams from the skies?

'Tis thus I create bold pioneers, elate,
Brave Daniel Boones that range far trails and strange,
O'er a thousand miles of hardships, trials,
And bitter loneliness where wild winds moan.
With a handful of stars I make my artisans
To dream, endure, and build the world's great plans.

[He takes up another bubble, the strokes of the clock ring out and a herald appears below sounding a hunting horn. On the right tower appears Daniel Boone as Time scatters a handful of stars. Both the herald and Boone are dressed in the pioneer scout's deerskin clothing, fringed and belted.]

DANIEL BOONE

There's a Paradise a-waiting
Just beyond the mountain ranges.
Follow o'er the Road called Wilderness,
Follow through the Pass of Cumberland
To the claims of Henderson,
Where to our liking we can hew
A State of freedom in the West.

First, with Hugh Waddell I glimpsed it
When Braddock's lofty folly lost it;
In Dunmore's war, I fought to wrest it
From the red man's hold and terror;—
But the King denies our right to claim it.
Such times were sent to us to see
Whether we be of iron or putty.
Thinks the King that he can quench
An everlasting, throbbing longing?
Thinks he to bind a freeman's heart?
Thinks he to chain his eager feet?
Thinks he to hush the mountain's whisper:
"There's something hidden. Come and find it,
Come and look behind the ranges,
Something lost behind the ranges,
Lost and waiting for you.—Come!"*

[The hunting horn is again sounded and another herald appears carrying a rifle and a lantern. Upon the stage comes a group of frontier children in rude dress, each carrying some cherished pet or toy, or a household utensil, such as pewter dishes, wooden bowls, and trenchers, gourd drinking-cups, etc. Two large boys, James Boone and Henry Russell, about sixteen years of age, each lead a horse already laden with packs on each side. They pause, center stage, to finish filling the packs, taking some articles from the children.]

Henry Russell

How near have you been to this paradise your father would lead us to, James?

James Boone

Only so far as Cumberland Pass when Father laid out the Wilderness Road for Colonel Richard Henderson. But even in journeying that far, I saw hundreds of buffalo and myself shot twenty of them, besides thirty deer and no end of bear and turkeys. With the money my pelts brought, I shall buy myself one hundred and sixty acres of the blue grass ranges.

Fanny Calloway [age 12]

Jemima, what would you do if you were captured by the Indians?

* Kipling.

JEMIMA [age 12]

I'd never give up till I got even.

FLANDERS CALLOWAY [another large boy, with a banjo]

I'll warrant ye would not. But what would you do to free yourself?

JEMIMA

Hark ye, well. If ever I am captured, watch for broken twigs along my trail, and when I can, I'll tear bits of my dress and hang them on the bushes.

FLANDERS

I'll remember and I'll rescue thee.

[He sings a brief snatch, accompanying himself on the banjo.]

SONG

1. "Good morning, good morning, my pretty little miss,
The beginning of my song.
O, Lor', says he, Won't you marry me?
She answers: I'm too young.

2. "Tell me, O tell me, my lass, must I go free,
Now why can't a girl love me?
O no, says she, that can never be
Till apples grow on an orange-tree."*

JAMES

Daniel and Rebecca, you are so little, you may ride first.

[He puts one in a pack on each side of the horse.]

HENRY

[Putting a small boy astride his horse]

It is time we met the Bryans and got on our way.

[Out from the tower has emerged a frontiersman carrying a gun and leading a horse upon which a woman sits holding a young child. A shawl is draped over her head and shoulders. Behind them comes another man leading a cow. They pass across the back of stage and disappear through the left tower, followed by the children in silent procession, Jemima Boone and Flanders Calloway bringing up the rear, hand in hand.]

* Campbell and Sharp: *English Folk Songs from the Southern Appalachians*, p. 296.

THE SPIRIT OF SEVENTY-SIX

Hear ye, from Harnett's lips the solemn stand
Brave Carolina takes as first of all
The Colonies to resolve on independence.
Look ye, where e'en the children breathe the air
Of liberty and eagerly applaud
Their father's deeds, though scarce aware they tread
Upon the threshold of a great new age.

PART V

CHILDREN OF THE REVOLUTION

Time

Now sterner days press on mid rage of war.
The colony's chartered rights are now disclaimed
And tyranny's lash sharp cracks and threatens through
The province. Men with fire-brand voices cry
Out, and the loyalties for the Mother-land
Are sadly broken down. Among the first
To strike for liberty and right were sons
Of Carolina; first to sacrifice
And first to rebel 'gainst English sovereignty.
Hear ye, from Harnett's lips the solemn stand
Brave Carolina takes as first of all
The colonies to resolve on independence.
Look ye, where e'en the children breathe the air
Of liberty and eagerly applaud
Their fathers' deeds, though scarce aware they tread
Upon the threshold of a great new age.

[He takes up another bubble, the clock strikes twelve, a young bugler in Colonial uniform steps forth, and a call is sounded. Upon the other tower stands the figure of Cornelius Harnett, often referred to by men in other colonies as the Samuel Adams of North Carolina. Harnett was the chairman of the first Committee of Safety in North Carolina, which was organized in Wilmington in 1774. In 1775 the Continental Congress made him head of the Provisional Government of North Carolina, which made him virtually governor of the colony. On April 12, 1776, as chairman of a special committee of the Provincial Council, the first resolution for independence made by any colony as a whole was drawn up and presented by him to the Council at Halifax. This resolution instructed North Carolina's delegates to work for independence in the forthcoming Continental Congress. He later became a member of the Continental Congress. When the king promised a general amnesty to the colony if it would submit to his government, Harnett and General Robert Howe were the only two citizens of North Carolina excluded from this pardon. In 1781 this splendid old man was captured by the British in Wilmington Harbor

and was kept in a roofless roundhouse where exposure and indignity caused his death as a martyr to the cause of liberty he did so much to win for his land.]

CORNELIUS HARNETT

There's a cry that rings along the seaboard states;
From the north it sweeps, in the south it echoes clear;
'Tis a cry that is a challenge and not fear,
'Tis a cry of liberty, of liberty—
A quenchless dream of liberty—
The inalienable right of mankind everywhere.
'Tis a challenge to give one's all, to dare one's all.
'Tis ours to bring the day of freedom in,
To lift our voice and call the vision home.
Now is the mighty hour when we may build
A state in the splendour of our soul's desire.

SCENE 1

THE SPIRIT OF SEVENTY-SIX

PLACE: Wilmington.
TIME: August, 1776.

[The herald sounds the reveille, his prototype appears from the right tower with a Liberty torch and a sword in his hands. Upon the stage come four couples who dance the minuet* until they are suddenly interrupted by the sounds of fife and drum playing Yankee Doodle as there enters a group that presents a tableau of the picture, "The Spirit of '76." The central figure of the tableau is adult and represents the old man. He is the schoolmaster of the group following him and is known as "Captain." They march to center stage and are enthusiastically applauded by the children following.]

CAPTAIN

[Abruptly pausing]
Halt!

CHILDREN

[Clamoring]
Oh, Captain, that was beautiful! Now tell us all about it once again.

* Beethoven: Minuet in G.

Captain

What would ye now? Didn't I tell you enough back in the school?

Children

Nay! Nay! Tell it again and again!

Dancers

[Drawing eagerly toward the others]

What is it? Why are you so joyous? Tell it to us! Tell it to us!

Captain

[Solemnly]

Well, first, God helping us, children, we're free. America is free!

Children

Hurrah, hurrah! Read us that part of Jefferson's great Declaration that says so.

Captain

[Taking a piece of paper from his pocket and reading while the children show great eagerness and cheer frequently]

When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station, to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. . . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness. . . . That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. . . . That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute a new government, laying its foundations on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. . . . . We, therefore, the Representatives of the United States of America in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these Colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, free

and independent States; that they are absolved from any allegiance to the British crown, and that all political connection between them and the State of Great Britain is and ought to be totally dissolved. . . . And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

[Cheers]

CINCINNATUS ASHE

And how many signed it from North Carolina?

WILLIAM HOOPER, JR.

Three, I know—my father was one of them. He was the twenty-fourth to sign because there was such a crowd around the table that he didn't get a chance sooner.

CAPTAIN

Yes, William Hooper, my lad, your father is one of the bravest of the brave, as are our other two delegates, John Penn and Joseph Hewes. Do you know, children, when Hewes signed the paper he lifted his hands and eyes to Heaven and exclaimed, "It is done and I abide."

CHILDREN

[Following his gesture]

"It is done and I abide."

CAPTAIN

But hark ye well, children, ye have something of which North Carolina can ever be proud. Last year in the county of Mecklenburg when the brave pioneers first heard of the battle of Lexington, they solemnly resolved no longer to recognize the government of Great Britain and declared themselves free and independent.

[Cheers]

Then hark ye further, ye young sons of freedom, on last April 12, North Carolina in our Council assembled at Halifax, was the first of all the colonies to resolve for independence. List to these words of our townsman, Cornelius Harnett: "And whereas, the moderation hitherto manifested by the United Colonies, and their sincere desire to be reconciled to the mother country on constitutional principles, have procured no mitigation of the aforesaid wrong and usurpations, and no hopes remain of obtaining redress by those means alone which

have hitherto been tried . . . Resolved (therefore) that the delegates of this colony in the Continental Congress be empowered to concur with the delegates of other colonies in declaring independence and forming foreign alliances."

GEORGE LILLINGTON

Our liberty is as good as won. My father's battalion will put the red-coats on the run wherever he meets them just as he did MacDonald's men at Moore's Creek Bridge.

SAMUEL and CINCINNATUS ASHE

My father helped!

GEORGE

Yes, of course, and we've got many more officers like General Robert Howe and Colonel James Moore that will say the same thing Colonel Moore said to General MacDonald.

OTHERS

What did he say, George?

GEORGE

[Chuckling]

Well, first he called MacDonald's Scotchmen "deluded people" and then he said his "own men were fully resolved to risk everything in defense of their own and the liberties of mankind."

SAMUEL ASHE

We'll all risk everything in defense of our own and the liberties of mankind. My brother John Baptista is already with father in the field and now I'm going to fight too.

SEVERAL OTHER BOYS

And I, and I. For our own and the liberties of mankind.

CAPTAIN

Come, my young patriots, let us celebrate this glad occasion further down on the village square.

CHILDREN

[Eagerly]

Oh, yes, let us go and join the others.

[Again they form for the tableau, "The Spirit of Seventy-Six," and strike up Yankee Doodle to which they all go marching and skipping gaily off through the left tower, though their heralds remain in position as does the figure of Harnett.]

SCENE 2

THE HORNET'S NEST

PLACE: Charlotte, Mecklenburg County.

TIME: 1780.

[The clock strikes twice. The left herald again sounds the reveille. His call is echoed from behind the doors of the right tower, and beside Harnett appears the figure of Colonel William R. Davie, in the Colonial dragoon uniform. They salute each other gravely.]

COL. WILLIAM R. DAVIE

In young Mecklenburg we heard the ringing cry,
We took up the challenge with a brave new call
And were first to answer back from south to north—
"Independence from the tyrant's thralling power."
Never faltering and never doubting, though
Beaten back, imprisoned, fallen, dying, lost—
Yet 'twas up again, and onward rallying,
Swift attacking and retreating, striking anew,
Until "Hornet's Nest" Cornwallis christened us,
For we troubled him, routed him at every turn:
Ramseur's Mill and Hanging Rock; at Charlotte and
McIntyre's, until our glorious victory
At King's Mountain made him hastily withdraw.
Even children swarmed the Hornet's Nest with cries
Of defiance for the invading tyrant hordes.

[The herald sounds the assembly call which is echoed behind the doors of the right tower. Then a march is heard and onto the grounds troops a group of boys in simulated colonial uniforms. First they go through a military drill, the commands being given by William Lee Davidson, Jr. When the drill ends, the boys break up into irregular formation.]

SAMUEL POLK

Hurrah, boys! The Hornet's Nest has at last made things too hot for Cornwallis. When he heard yesterday of Ferguson's defeat at King's Mountain he decided he'd been stung enough. By this time he's in South Carolina again.

BOYS

[Laughing and shouting]
Hurrah! Hurrah!

William Bain Alexander

Let's play the battle of Charlotte again. I'll be Colonel Davie.

Samuel Polk

And I'll be Major Joseph Graham. Even nine wounds couldn't kill him. He's out to sting the Tories again.

[The boys rapidly form into two groups.]

William Lee Davidson, Jr.

Patrick Jack, you play you're Tarleton leading the Red-coats.

Patrick Jack

[Angrily flying at Davidson]

Don't you dare call me Tarleton. Didn't he kill Grandfather by pitching him into the street and burning our inn?

[The boys gather around excitedly to watch the fight which is suddenly interrupted by Pompey, an old colored servant, who breaks through the group and hauls apart the fighting boys.]

Pompey

Now Marse Patrick, you all's fightin' again and ole Marser say I bring you straight to him.

Others

[Protesting]

No, no, Pompey, he can't go now.—Pompey, you be the British and do as we say.

Pompey

Lor', now, does I look like dem Red-coats?

Samuel

[As all the boys laugh boisterously]

No, you don't, but you've got to be Tarleton's whole army.

Pompey

[Rolling his eyes and retreating to right]

Lor', what's gwine happen now?

[Enter Zaccheus Wilson, a lad of fifteen, carrying a gun and dressed in homespun and a partial uniform.]

William Bain Alexander

Where are you going, Zack Wilson?

ZACCHEUS

To join my five brothers in Sumter's army. Cornwallis told Mother yesterday that he had father and brother John prisoners, but that he would give them a high office if she would get them to swear allegiance to the British crown; otherwise, he would put them to death.

BOYS

What did your mother say?

ZACCHEUS

[Proudly]

She said that sooner than see one of her family turn back from the glorious enterprise she would herself enlist under Sumter's standard and show her husband and sons how to fight and if necessary to die for their country. Then, as soon as Cornwallis was gone from our house, she got me ready and bade me hasten away.

[Cheers.]

SAMUEL POLK

[Commanding, points right]

We're all ready to fight and to die for our country.—Pompey, you go over there. Attention! Under the Courthouse!

WILLIAM BAIN ALEXANDER

Seek positions, men, and flank the enemy!

[The first group throw themselves on the ground, all facing right, as though they were secreted under the courthouse, the others disperse to irregular side positions. They level their guns as Pompey, impersonating Tarleton and the whole British army, advances with pompous confidence. The boys pretend to fire, reload, and fire again, and Pompey beats a precipitous retreat, waving his arms wildly about his head as though pursued by hornets. On the extreme right he pretends to rally his forces, again advances, and again as hastily retreats. A third time he rallies and advances, the youthful soldiers again fire, but Pompey keeps on advancing and the boys begin to fall back toward the left tower, keeping their faces toward the enemy and continuing firing until they disappear, followed by Pompey and the heralds.]

PART VI

CHILDREN OF OLD PLANTATION DAYS

TIME: During the '1840's.

PLACE: Anywhere in North Carolina.

TIME

[Gazing at a succession of bubbles]

The vision of the years is a rainbow gleam
As slowly they pass,
And their deeds and dreams are here mirrored back,
As a face in a glass.

A child of the years is the Ship of State,
Changing and growing,
And the faces of all her dreamers live,
Dreaming and glowing;

The dreamers and masters of dreams go by
In glory elate;
Macon, Ruffin, Graham, Iredell—
Be proud, O State!

For the children will laugh and the harvest grow
When the land is at peace,
For the years as they pass are filled with dreams
That wisdom and beauty release.

[At last one of the bubbles remains in his hands and the clock strikes twelve again. A young herald with a school bell in his hands appears. As he rings the figure of Governor William A. Graham appears on the right tower. Both are dressed in the civilian dress of 1840.]

GOV. WILLIAM A. GRAHAM

O, fairest Carolina State, my all
In youth I pledged to thee in solemn vow.
The wise, grave leaders of thy past have shaped
Thee as thou art and built thy heritage:
Just laws, free schools, rich industries, fair fields:
Nat Macon, Gaston, Dobbin, and Caldwell,

With Murphy, father of the common schools.
With high young hearts they builded well their part
And left their days all filled with ghostly glory.
Yet all that has been given in the past
Cries to the future for still richer gifts.
The light and leadership that have been thine
Lie like a solemn burden on the soul
Of children conning lessons in their school,
Laughing gaily 'neath the skies of June,
Dancing lightly 'round the blowing rose,
Dreaming wistfully the dreams of youth,
Vowing valiantly to render back
Again a grateful service to their state.

SCENE 1

THE CHILDREN OF THE CABIN

[As again the herald rings his bell out from the left tower comes a negro boy, playing a lively tune on a banjo, and out from the right tower cakewalks his companion herald. When they are in position front stage a group of colored children carrying baskets and bags of cotton comes on the stage singing.]

SONG

"Dis cott'n want a-pickin'
so bad,
Dis cott'n want a-pickin'
so bad,
Dis cott'n want a-pickin'
so bad,
Gwine clean all ober dis farm.

"Boss said, 'Uncle Billy,
I t'ink you done well
To pay yo' debts wid cott'n
An' hab yo' seeds to sell.'

"Dis cott'n want a-pickin'
so bad (etc.)

"I sol' dem seeds
For five cents er peck
An' bought dis red han'cher
You see 'roun' ma neck.

"Dis cott'n want a-pickin'
so bad" (etc.) *

[When they reach center stage they put down their burdens and begin to sing, pat juba, and dance.]

COTTON DANCE SONG

"O massa said from firs' to las'
Way down—in de cott'n fiel'.
Eighteen inches and a half,
Way down—in de cott'n fiel'.
Two stalks an' all de grass,
Way down—in de cott'n fiel'.
So much a day—dat's yo' task,
Way down—in de cott'n fiel'.
I t'ought I heard dat baby cry,
Way down—in de cott'n fiel'.
Hit may be stung by a cott'n-fly,
Way down—in de cott'n fiel'.
De hotter de sun, de redder ma eye,
Way down—in de cott'n fiel'.
I'll pick a hundred by an' by,
Way down—in de cott'n fiel'.
Jim he bet me a tater pie,
Way down—in de cott'n fiel'.
Dat he could pick mo' cott'n dan I,
Way down—in de cott'n fiel'.
I straddle dat row an' hit did fly,
Way down—in de cott'n fiel'.
I win dat pie and didn't half try,
Way down—in de cott'n fiel'."**

* Cotton-Pickin' Songs, in Natalie Curtis Burlin's Hampton Series *Negro Folk-Songs.* Book III, p. 14. G. Schirmer, New York.

** Cott'n-Dance Song, in Natalie Curtis Burlin's Hampton Series *Negro Folk-Songs.* Book III, p. 23. G. Schirmer, New York.

[While they are thus disporting themselves, old Mammy enters carrying a small white child and followed by two small children, a boy and a girl.]

MAMMY

[To the negro children]

Hyar, yo' wuthless black chillun, git off dis here lawn 'fore Marse Geo'ge ketches yo'alls. Yo' hear me, make-a-haste ter be gone. Gwine on wid yo' an' yore totes 'fore I has ter holp yo'.

[The colored children take up their burdens and go off through the right tower, singing and followed by their heralds. The entrance song is continued, as they disappear.]

SONG

"Hurry up, chillun,
Us ought ter been gone,
Dis wezzer looks so cloudy
I t'ing it's gwine ter storm.

"Dis cott'n want a-pickin'
so bad," (etc.)

[Mammy seats herself on the grass and begins to croon to the baby while the other little ones nestle beside her.]

MAMMY

[Singing]

"Go ter sleep,
Go ter sleep,
Go ter sleepy, Mammy's baby.
When you wake
You shall have a cake;
Go ter sleepy, Mammy's baby.

"Go ter sleep, baby chil',
Go ter sleep, ma lit'l baby.
Hush-a-bye,
Don't you cry,
Go ter sleep, ma lit'l baby.

"When you wake you will have
All de pretty lit'l hors-is,
Hush-a-bye,
Don't you cry,
Go ter sleep, ma lit'l baby, bye."*

SCENE 2

THE CHILDREN OF THE BIG HOUSE

[At the end of Mammy's song, the left herald again rings his bell and from the right tower comes another herald carrying a lamp of learning and a school book. He is followed by a group of school children carrying books, slates, and lunch-baskets. They show the joy of a school day finished, put down their books and gaily fall into a double circle for "Skip to Ma Lou,"** which in a few moments the children change into a Virgina Reel,*** shouting as they do so "Virginia Reel! Virginia Reel!" The second time they promenade they dance off through the left tower, leaving their school books, etc., scattered about.]

Mammy

[Starting to follow the children out]

Dem chilluns carelesses' chilluns dey is. Allus a-leabin' der dings about.

[She and the two little ones pick up the scattered belongings and disappear through the right tower.]

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* Lullaby, in Natalie Curtis Burlin's Hampton Series *Negro Folk-Songs*, Book IV, p. 33. G. Schirmer, New York.

** Hofer, Mari Ruef: *Popular Folk-Games and Dances*, p. 12. A. Flanagan Company, Chicago, Ill.

*** *Ibid*, p. 54.

PART VII

CHILDREN OF THE CONFEDERACY

TIME

O, sorrowing hearts of blood-stained earth,
O, mourning hearts of desolate hearth,
O, broken hearts of loyal men,
Dread war has taxed his toll again.

"They formed—that Carolina band—
With Grimes, the Spartan, in command,
They turned in sullen, slow retreat,
Ah! there are laurels of defeat—

"Turned, for the chief had spoken;
With one last shot hurled back the foe
And prayed the trump of doom to blow,
Now that the Southern stars were low,
The Southern bars were broken."*

[Again the clock sounds twelve strokes, a small herald in Confederate uniform comes forth and sounds retreat and upon the tower appears the figure of Governor Zebulon Vance.]

GOVERNOR ZEBULON VANCE

"Mater mea, Carolina,
O, my mother, Carolina,
I have seen the world's confines
And grown weary with its visions,
Soothe me with thy sighing pines.

"Then in accents low and tender
Lead my soul to regions vast;
Open wide those gates of splendour
Where the great Confederates passed.

"When Fate's thrilling bugle summoned,
Leaving home and youthful joys,
Uprose a hundred thousand men
And twenty thousand beardless boys.

* Henry Jerome Stockard.

CHILDREN OF THE CONFEDERACY

Dominant Spirit, Zebulon B. Vance

O, sorrowing hearts of blood-stained earth,
O, mourning hearts of desolate hearth,
O, broken hearts of loyal men,
Dread war has taxed his toll again.

"I can see them as they gathered
From the west and from the coast,
Pressing on to Bethel's triumph,
Vanguard of the Southern host!

" 'Twas thy son, O Carolina,
Who that matchless flag unfurled,
Sailing out upon the ocean,
Wrapped a glory 'round the world!

"And at Gettysburg, undaunted
By its blood and booming shell,
Pettigrew and his immortals
Plunged into the mouth of hell!

"Once alone I felt thee falter,
Once I mutely turned my head,
Lest I see thee bowed in anguish
Over forty thousand dead.

"Yet at mournful Appomattox
Thou didst take thy last sad stand,
Thou a mater dolorosa
Unto half that haggard band.

"And since that dark day in springtime
When a nation's sun went down,
Mater mea, Carolina, O, my Mother Carolina,
Thou hast borne a noble patience
Greater than thy war's renown!"*

[With the ending of the poem the herald sounds taps, the other herald appears bearing a candle burned almost down and a half-furled flag. He wears a swordless scabbard. He is followed by a group of Confederate children, poorly clad, each carrying a trailing, drooping Confederate flag. These children come on slowly with sorrowing, drooping heads and stand in a row across middle stage. Stringed instruments take up a mute accompaniment of "Bach's Choral,"** and out from behind the closed doors of the tower comes a vibrant contralto voice reciting "The Conquered Banner," by Father Ryan. As the recitation progresses, the children pantomime suitable action.]

* Mater Mea, Carolina, by Pattie Williams Gee.
** Special orchestration of Bach's Choral made by Prof. Paul J. Weaver.

THE CONQUERED BANNER

[Children droop wearily and sadly, letting the flag trail almost on the ground.]

"Furl that banner, for 'tis weary,
Furl it, fold it, it is best;
For there's not a man to wave it,
And there's not a sword to save it,
And there's no one left to lave it
In the blood which heroes gave it;
And its foes now scorn and brave it;
Furl it, hide it,—let it rest!

[Children lift their heads, brighten and hold the flag high for a few moments and wave it valiantly.]

"Furl that banner! Furl it sadly!
Once ten thousand hailed it gladly
And ten thousand wildly, madly,
Swore it should forever wave,
Swore that foeman's sword should never
Hearts like theirs entwined dissever,
Till that flag should float forever
O'er their freedom or their grave!

[Bring flags forward and clasp them to heart. Let flags again droop and trail at side, while heads bow low.]

"Furl it, for the hands that grasped it
And the hearts that fondly clasped it,
Cold and dead are lying low;
And that banner—it is trailing
While around it sounds the wailing
Of its people in their woe.

[Change staff to left hand, hold out the banner and gaze at it sadly, then furl it slowly.]

"Furl that banner! True 'tis gory,
Yet 'tis wreathed around with glory,
And 'twill live in song and story,
Though its folds are in the dust;
For its fame on brightest pages,
Penned by poets and by sages,
Shall go sounding down the ages—
Furl its folds though now we must.

[Clasp furled flag to heart and pass slowly off left stage, with heads bowed.]

"Furl that banner, softly, slowly!
Treat it gently—it is holy,—
For it droops above the dead .
Touch it not—unfold it never,
Let it droop there, furled forever,
For its people's hopes are dead!"

[Taps are sounded again as the heralds, too, pass off stage.]

PART VIII

CHILDREN OF THE NEW FREEDOM

TIME: First decade of the twentieth century.
PLACE: Everywhere in Carolina.

TIME

Out of war's desolation and despair,
Out of the hate and bitterness and grief,
Out of the fortitude and patience and toil,
Uprose a new and valiant race of men,—
Stern disciplined in self-denial and
Self-sacrifice; they learned to look on life
As something very grand, on duty as
A sacred trust and opportunity,—
A precious gift to be repaid again
In service to their State and fellowmen.
Best loved and greatest of these mighty ones,
Stands Charles B. Aycock, who with clarion voice
Cried to his state, "Awake, awake, rouse ye,
O Carolina! Put new vestments on
And walk ye forth with power to be and do
Whate'er is done by any other state
Or people on the earth." But most of all
He pled the children's cause and opened wide
The school-house doors and bade them enter there.

[The clock strikes twelve again, a herald dressed in 1905 dress sounds "reveille" on a cornet and Governor Aycock appears on the right tower as Time takes up another bubble.]

CHARLES B. AYCOCK

"My friends, I would have all our people to believe in the possibilities of North Carolina, in the strength of her men, the purity of her women, and their power to accomplish as much as can be done anywhere on earth by any people.

"I would have them to become dissatisfied with small things; to be anxious for higher things and better things; to yearn after real greatness; to seek after knowledge; to do the right thing in order that they may be what they ought.

"I would have the strong to bear the burdens of the weak and to lift up the weak and make them strong, teaching men everywhere that real strength consists not in serving ourselves, but in doing for others.

And, finally, all that I have said but sums itself up into a firm resolve: "The equal right of every child born on earth to have the opportunity to burgeon out all that is within him, for democracy cannot be carried forward on the backs of ignorant men."*

[The herald sounds his call again and another appears from the right tower bearing a lamp of learning and an open book and is followed by a long procession of happy children bearing school books, satchels, lunch-baskets, balls, bats, skipping ropes, apples, flowers, etc. They pass across the stage singing with heads held high until they disappear through the left tower.]

CHILDREN

[Singing in processional]

Hail, in your praises we sing without ending,
Crowning your brow with the halo you've won,
Touched with the rays from our hearts' deep emotion,
Always remembered by what you have done,
Always remembered, always remembered,
Always remembered by what you have done.

Light from your deeds e'er will dawn on the darkness,
Cheering and guiding our way toward the sun,
Bringing to us the bright hope of the morrow,
You'll be remembered by what you have done.

REFRAIN

Honored and blessed by the children you've aided,
List to the chorus of joy that's begun,
Which shall pass on through the ages with your name
Always remembered by what you have done.**

REFRAIN

* Extracts of speeches by Charles B. Aycock.

** NOTE: In order to make this chorus as full as possible, it is well to teach these verses also to the children of the Colonial group, who already know the air; then they can sing from back stage during this processional, and again at the end of the pageant the combined voices sing the refrain.

PART IX

EPILOGUE

CHILDREN OF TODAY

[From a hidden place another balloon like that of the Prologue is sent up to float in the sky and again on the right tower appear the children of the Prologue. When Time ceases speaking they sit at either corner of the tower and remain throughout the scene.]

TIME

Once long and long ago a Lonely Man
Took up a little child and set it in
The midst of many clamoring, grasping men;
"Unless ye become as a little child," He said—
As a little child with clear and faith-filled eyes,
As a little child with singing, skylark words,
As a little child with winged, yearning heart,
As a little child with eager, hastening feet,
As a little child with service-longing hands,
As a little child with heaven-homing soul.—
Ah, Folk of Carolina, what count ye
Your greatest wealth: your gold, your lands,
Your industries, your myriad mills, your roads,—
Or these miraculous ones all made for love,
For lilting laughter and sun-lit minds and hearts?
Today you hold them in your hands to mold
As you will for weal or woe, for right or wrong.
Will you let greed and hate and cruelty
Cause any child to mourn, deny its right,
Tread on its wings, and crush its singing heart?
Will you send on into my future days
Dimmed, ship-wrecked stars that turn the bright world
Ah, treasure the wealth you hold in your hands. [black?

[The clock for the last time strikes twelve. A boy scout trumpeter appears and sounds assembly call. A flag is floated from a tall pole over the right tower, the two children sit on either front corner and the two figures of the State Seal of North Carolina appear on the tower, the standing figure representing the Spirit of North Carolina and the other the Goddess of Plenty. Upon the stage comes another

scout herald with a gaily colored lantern of the Japanese type and a State flag. An orchestra plays Elgar's "Land of Hope and Glory," as upon the stage comes a procession of children representing all of the local children's organizatons, such as Girl Scouts, Boy Scouts, Junior Red Cross, Boys' Agricultural Clubs, Girls' Canning Clubs, Girls' Reserves, Camp Fire Girls; a junior baseball team, four tennis players (girls), a girls' basketball team, a Sunday School group, a group of school children, etc. Other children also enter bearing garlands of the flowers and fruits and grains of the State. The boy scouts take a position center front, the other groups filling in, marching in pairs from left to right, turning as they enter, and all singing the chorus and second stanza of "Land of Hope and Glory."]

CHILDREN

[Singing]

"Land of Hope and Glory, Mother of the Free,
How shall we extol thee,—who are born of thee,
Wider still and wider shall thy bounds be set;
God who made thee mighty, make thee mightier yet!

"Thy fame is ancient as the days,
As the ocean large and wide;
A pride that dares, and heeds not praise,
A stern and silent pride;
Not that false joy that dreams content
With what our sires have won;
The blood a hero sire hath spent
Still nerves a hero son."*

CHORUS

[When they are all in position they reach hands toward the Spirit of Carolina and sing.]

THE OLD NORTH STATE

"Carolina, Carolina, Heaven's blessings attend her!
While we live we will cherish, protect and defend her!
Hurrah, hurrah! The Old North State forever!"

* Elgar: *Land of Hope and Glory.* Published by Boosey and Company, 9 East 17th Street, New York City.

THE SPIRIT OF CAROLINA

All hail, my children of today! All hail!
I am not the State. I am but its symbol, its spirit.
I am whatever you make me, nothing more.
I am your belief in yourself, your dream of what a people may become.
Sometimes I am strong with pride, when men do an honest work.
Sometimes I droop, for then purpose has gone from me.
But always I am all that you hope to be and have the courage to try for.
I am song and fear, struggle and panic, and ennobling hope.
I stand before your eyes as a symbol of yourself.
May you yourselves ever be bright with cheer,
Valiant with courage, firm with faith, glorious with noble hope,
For then I too shall be all these things,
And shall stand before our mother, America, with high-hearted pride,
As the brightest star in her flag's blue field of glory.*

CAPTAIN OF THE BOY SCOUTS

Color guard to the front, march!

[A scout bugler sounds "To the Colors" as on a pedestal on the right tower beneath the flag appears "America." Carolina stretches her hand toward her and America reaches both hands toward the children before her.]

CAPTAIN

Salute!

CHILDREN

[All saluting and repeating in unison]

"I pledge allegiance to my flag and to the Republic for which it stands. One nation indivisible, with Liberty and Justice for all."

[Out from the tower dance many little girls dressed in white and carrying long streamers of red, white and blue. Gaily they dance, waving their colors and encircling the groups on the stage. Then beckoning joyously, they dance back into the right tower, while all the children reach hands to America.]

* A paraphrase of Franklin K. Lane's *The Flag.*

Children

[Singing]

"O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above thy fruited plain!
America, America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

"O, beautiful for pilgrim feet,
Whose stern impassioned stress,
A thoroughfare for freedom beat
Across the wilderness!
America, America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law.

"O, beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America, America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea."*

[As the children sing, beginning with the second stanza, they march off stage, still keeping their hands outstretched toward America and disappearing in her tower instead of the left, for they are still the children of Today and Tomorrow. As the last words die away, America first disappears, then Carolina and the Goddess of Plenty, leaving standing on the tower only the children of the Prologue, reaching hands toward Time, as the Pageant ends. But from the distance sounds again the refrain sung by many children.]

Always remembered by what we have done,
Always remembered, always remembered,
Always remembered by what we have done.

* *America, the Beautiful*, by Katherine Lee Bates.

APPENDIX TO CHILDREN OF OLD CAROLINA

GENERAL SUGGESTIONS

This pageant may be presented in a very simple manner with no especial setting or properties, or it may have beautifully built towers, elaborate costumes, special and fitting properties, and a well arranged and executed musical accompaniment.

Many of the scenes lend themselves well to separate class-room presentation as supplementary work to aid in the interpretation of the regular state history work. Or the entire pageant may be simply produced out-of-doors on a large lawn, before some public building, or in a park. In a simple presentation where the expense of building the towers seems undesirable a site should be selected which would make possible the presenting of Father Time and the Dominant Spirits of Carolina heroes upon a more elevated plane than the main stage. This may be done by using the verandas, towers, or open windows of some building that may be made to form a background to the stage; or a hill may be utilized or a couple of grassy mounds may be built either on each corner of the background or to form the proscenium.

Each locality producing *The Children of Old Carolina* may introduce a scene of local history if it so desires. It would also be a good exercise for the children of the history classes to try adding local scenes to the various periods represented.

In producing the drama, there should be a general director in charge of the entire staging who makes the final decision on all matters of presentation. Under this director there should be at least one group leader or chaperone for each definite group of children. Boy or Girl Scouts or three or four especially appointed children should remain near the director to act as messengers to and from these group-leaders. In addition, where a large number of children are participating it may be well to have stage telephones, bells, or whatever signalling device each local committee considers the most feasible in facilitating rapid and smooth staging.

If the production is given at night it will be necessary to work out an effective lighting, and this task should be placed in the hands of a good electrician. In many ways the spectacle may be made much more mystical and an imaginary spirit may be created against a night

sky with beautifully directed colored lighting. However, in many instances night production with young children is not feasible, and as sunlight and the out-of-doors belong to the children, the drama has been especially designed for daytime presentation.

THE ORGANIZING AND PRODUCING COMMITTEES

The success of any dramatic production is most dependent upon the thoroughness of the organization that is achieved in working it out. There should be one definite head, usually termed the director, who should have the final decision in all matters pertaining to the production and should be given the loyal coöperation of all others interested in the pageant-drama. The number of necessary committees will vary in different localities but, in the main, they should be as follows and should be composed of men and women especially adapted to the work of their particular committee:

I. EXECUTIVE COMMITTEE

Duties: General direction, development, finance, and all other business arrangements.

II. THE ORGANIZING AND PRODUCTION COMMITTEE

Composition: A representative from each school, grade, or group participating in the production.

Duties: Each member to act as official representative who may be called upon when service and coöperation are desired from his or her unit.

III. CAST COMMITTEE

Duties: To aid the director in selecting and securing coöperation of the adults and children necessary for the effective staging of the drama. The various groups required should be divided up among the various schools, grades, or organizations participating. See outline of the pageant-drama in front of book.

IV. MUSIC COMMITTEE

Duties: Organizing groups for singing and for an orchestra or band, and for other special musical numbers; selecting the special players of instruments, such as trumpeters; making or securing orchestrations, etc. Probably the service of an orchestra or band will have to be considered professional service. If no children can be found to act as trumpeter-heralds, the calls may be sounded from the orchestra.

V. Stage Committee

Duties: The designing, building, and placing of all stage sets such as towers, screens of shrubbery, etc.

VI. Property Committee

(a) Heavy Properties—Duties: To make or secure all heavy properties, such as Maypoles, horses, etc., called for in the text.

(b) Light and Hand Properties—Duties: To make or secure all light and hand properties. To arrange both light and heavy properties in order, so they can be quickly secured when needed. To see that they are on the stage or in the hands of the right characters for each scene, and that they are returned after each scene.

VII. Costume Committee

Duties: To supervise the designing and making of costumes, the selection of materials and the renting of special costumes, wigs, etc. As far as possible, each school should be responsible for the costuming of its own particular group.

VIII. Wardrobe Committee

1. Chairman of girls' dressing rooms.
2. Chairman of boys' dressing rooms.
3. Chairman of dressing room for special adult characters.
4. Several assistants in each dressing room.

Duties: To assist and supervise the costuming of all groups at the time of dress rehearsal and of production, and to remain at dressing rooms to check off the return of all costumes when the performance is over.

IX. Make-up Committee

Duties: To make up and give final inspection of all characters, especially of those adult characters who represent particular well-known historical figures.

X. Lighting Committee

Duties: In case the pageant-drama is produced at night, special lighting should be arranged. The installation and manipulation of all necessary apparatus should be placed in the hands of a professional electrician. Beautiful lighting effects can be obtained with a few sheets of colored gelatine set in frames. These sheets cost around fifty cents and can be obtained through any dealer in lighting supplies.

If real flood lights cannot be obtained very good substitutes can be made by using 500-watt bulbs soldered into a deep tin can about a foot in diameter or a deep pan. The bright tin acts as a reflector and the frames for the gelatine screens may be fitted over the opening.

XI. Arrangements Committee

Duties: Supervising auditorium, either outdoor or indoor, arranging seating, designing and printing of tickets, ticket sales, ushers, police, first-aid booth, and dressing-rooms, rentals, toilet facilities, and the installation of other desirable features.

XII. Publicity and Advertising

Duties: Writing and submitting of publicity feature articles for the local and associated press, paid advertising, posters, programs, etc.

COSTUMING

For the most part all costumes can be designed and made locally. Pictures depicting the various historical periods and the different national groups represented in the Colonial Division should be studied. These may be found in history books, illustrated magazines, copies of great historical paintings, etc. Patterns of period costumes can be secured from nearly all of the leading pattern manufacturers. A costume designer should have supervision of all costumes and should work out varying color harmonies for the various scenes.

The costumes and wigs for the special adult figures will be more satisfactory if they are rented from a good costumer, such as Miller, 236 South Eleventh Street, Philadelphia, Pa., from whom the costumes used at Dunn were rented.

In addition the University can supply a few costumes of each period which may be used as samples in making and designing others, or it can furnish enough to costume the entire cast if not very large numbers are used in each scene. These will be rented at a very low charge. No special costumes need be made for the Aycock scene and the Children of Today. For the first the girls may wear sacque aprons and middies with large hairbows, while the boys may wear overalls or short trousers and blouse waists with sailor collars.

STAGE AND SETTING

This pageant-drama has been designed for out-of-doors production upon a large scale but may be used in a simple way as supplementary to class-room work and may also be adapted for elaborate indoor production if the community possesses a large auditorium.

City parks, a natural amphitheatre slope in an attractive grove, a spacious lawn, a campus or outdoor theatre, the track in front of fair ground grand-stands, or the diamond of a baseball park,—all lend themselves readily as suitable stage-sites. The main thing to keep in mind is that a space from 75 to 150 feet in length and 50 to 75 feet in depth should be fairly level and smooth.

Very little is required in the way of stage setting, as noted in the General Suggestions of this Appendix. A study of the photographic illustrations will give some idea of the design of the towers which are placed on either corner of back-stage. These were constructed of beaver-board, but other materials, such as painted canvas, burlap, or heavy domestic may be used. They simply present a mask front to conceal the heavy timbers that make the platforms stable. The dimensions of the towers are approximately 12 feet at the base and 9 feet above the doors in width, while the distance to the platform is about 18 feet. The columns on the platform rise about 10 feet higher. The doors are each about 3 feet in width, making an opening of about 6 feet.

The tower on stage-left is called Time's Tower and the doors should swing inward. On this tower the columns are placed on the front edge of the platform, while the opening between them is closed with starry-blue curtains heavily weighted at the bottom so they will not blow about. When Time is in place he pulls a draw cord and opens the curtains. When the pageant ends he closes them again.

The tower on stage-right is the Tower of Heroes and the doors should swing outward, as all of the children enter the stage from this tower and disappear through Time's Tower. The columns on this right tower rise about two feet from the back edge of the platform, while between them are sky-blue and gold doors that swing outward, *i.e.*, toward the audience, admitting each succeeding Dominant Spirit. The platform of this tower should be about eight feet square, leaving a space before the doors of 6 x 8 feet. For the left tower the platform need be only about 3 feet in depth by 8 feet in length.

For painting these towers a cold water flat paint should be used—alabastine, muresco, calsomine, or any of the other brands one finds on the market for from thirty cents to sixty cents a package. A rich cream or golden tan color is probably the most effective ground color to use. First a coat of shellac should be applied if beaver or wall-board is used, while for cloth a coat of shellac and whiting mixed will give the most desirable results. The hinges, capitals, door frames, and decorations are done in gold. This is cheaper when bought dry in bulk and mixed with bronzing liquid or banana oil. All decorations are more effective if set off with a line of black. The doors themselves should be a strong sky-blue.

A flagstaff should rise from the back of the Heroes' Tower and a State flag should float from it until the entrance of America in the Epilogue, when it should be replaced by the American flag. In addition, small symbolic flags may float from the tops of the columns on both towers. Each Dominant Figure that appears on the Heroes' Tower may also place in a standard on the left front corner, the flag of the period which he represents, then bear it away with him as he disappears.

The only other requirement for the stage-setting is shrubbery stretching from tower to tower and even outlining the sides or wings of the stage, unless there is such a natural screen or unless there is a hill background. This setting will not only form a background but will also serve as a screen behind which to conceal the cast. It is important that the cast be kept out of sight and hearing in order to maintain the proper illusion, for group by group they picture a day that is gone, coming out of Once Long Ago and disappearing again in Time's Tower.

PROPERTIES

FOR PROLOGUE

A gilded scythe.

A very large brazier of brass or a gold-painted vessel.

Powder for red fire.

Powder for green fire.

A large golden pipe.

A large hour-glass shaped receptacle containing fuel for brazier.

About four dozen assorted colored balloons, blown and fastened together by silver tinsel cord.

A couple of golden balloons filled with gas so that they will float away through the sky.

A quantity of small silvery particles (Christmas tinsel cut up) to represent stars.

Starry blue curtains for Time's Tower.

A large resonant gong to represent the striking of the clock before each scene.

Formula for red light powder:

Potassium chlorate	40%
Strontium nitrate	39%
Sulphur	18%
Charcoal powder	3%

Formula for green light powder:

Potassium chlorate	36%
Barium nitrate	40%
Sulphur	24%

THE LOST COLONY

A slight slender pole at least ten feet high on the top of which has been fastened a wheel that will rotate. To this should be fastened alternately green and rose ribbons, of a number corresponding to children in cast.

A long golden trumpet.

A ship's lantern, which may be made from cylindrical box painted silver or black and having slits in the sides, or perforations. A lighted candle may be set inside or a flashlight used. Make a conical top with a small ring inserted to carry it by.

A staff.

Garlands of flowers.

CHILDREN OF PRIMEVAL DAYS

A wigwam which should be set up in background before pageant begins and masked with shrubbery which the maidens remove.

Two reed flutes—(may be made of tin fifes covered with bark).

An Indian drum—(cover snare or child's drum with decorated brown cloth).

A coup stick—(a stick about six feet long having painted feathers a third of the way down one side).

Some waste saturated with turpentine, kerosene, or gasoline.
Two cradle boards with papooses.
Fagots.
An Indian basket.
Some moccasins.

Three pomawonga. An Indian maiden's game, made with large colored discs on a thong about two feet long, one end of which is fastened to the blunt end of a sharp pointed stick about ten inches long. At the other end of thong is a triangular piece of leather having three graduated perforations. The maidens stand and swing these toys gracefully, trying to see which one can catch the most discs or the leather piece on the point of stick.)

Bows for each boy.
Arrows.

Children of Old Colonial Days

Scene 1. Children of English Parentage

A clarinet.
A colonial lantern, made of perforated tin or a painted shoe box.
An axe.

Scene 2. Quaker Children

A hand-bell.
Samplers and sewing-bags containing colored yarns for girls.
Horseshoes and stake for boys.
An apple.

Scene 3. Swiss Children

An Alpine horn.
A stout stick or staff.
Some goats.
Some small tinkling bells.

Scene 4. Scotch-Irish

A conch-shell horn.
A tallow dip lamp.
Small Bibles.
A tuning-fork.

Scene 5. Scotch Highlanders

Bagpipes.
A fiery cross.

Scene 6. MORAVIAN CHILDREN

A trombone.
Torches for boys.
Wreaths and garlands for girls.

CHILDREN OF WESTWARD HO

A hunting horn.
Five old rifles.
A tin lantern with candle.
Five powder-horns.
Four sheathed knives.
Two hunting dogs.
A puppy for little Daniel to carry.
Three horses.
A cow.
An axe.
Two large packs for horses.
Two wooden bowls.
Pewter platters.
Gourd drinking-cups.
A rag doll.
A copper kettle.
A woven coverlid.
A reel.
A banjo.

CHILDREN OF THE REVOLUTION

Scene 1.

A bugle.
2 rifles.
2 drums.
A liberty torch.
A sword for herald.
A colonial flag.
Other swords for boys in minuet.
A fife.

Scene 2.

16 sticks for guns.
A wooden sword.
A real gun.
A powder horn.

Children of the Old Plantation Days

Scene 1.

Bags of cotton.
Branches of cotton.
A basket of cotton.
A banjo.
A school bell.
A lamp of learning.

Scene 2. Children of the Big House

Books.
Slates.
Lunch baskets, etc.

Children of the Confederacy

A bugle.
A low candle.
Confederate flags for each child and the herald.
A scabbard.

Children of the New Freedom

A bugle.
A lamp of learning.
Books.
Satchels.
Lunch-baskets.
Balls.
Bats.
Skipping ropes.
Apples.
Flowers.
Hoops, etc.

Children of Today

A golden balloon.
Scout trumpet.
A horn of plenty.
Japanese lantern.
State flag.
American flag.

All sorts of hand props that will suit each group depicted, as garlands, wreaths, farm animals, poultry, fruits, pets.

Red, white, and blue streamers, etc.

MUSIC PLOT

PROLOGUE

1. Overture (orchestra). Any good, bright, instrumental selection. Suggestions: Dvorak, The New World Symphony, Overture; Grieg, Morning Mood, from the Peer Gynt Suite; Adams, If I Were King. etc.

PART I. THE LOST COLONY

1. May Pole Dance (orchestra).
2. Song: Our Good Ship (unaccompanied). Special Mss. Music.

PART II. CHILDREN OF PRIMEVAL DAYS

1. O-e, ha-la (unaccompanied). Special.
2. Orchestra: Indian music, such as MacDowell's, An Indian Idyl, or Friedman's, Sun Dance.
3. E-wa-yea! (unaccompanied). Special.
4. Girls' Blanket Dance (part orchestra). Special.
5. Boys' Flaming Arrow Dance (part orchestra). Special.

PART III. CHILDREN OF OLD COLONIAL DAYS

Scene 1. CHILDREN OF ENGLISH PARENTAGE

Looby Loo (piano).

Hofer: Children's Singing Games, p. 32, and in many other collections.

Scene 3. SWISS CHILDREN

The Shepherd Maiden (piano).

Hofer: Popular Folk Games and Dances, p. 27.

Scene 4. SCOTCH-IRISH CHILDREN

Hymn (tune Old Hundred) (unaccompanied).

Scene 5. SCOTCH HIGHLAND CHILDREN

Highland Fling (bagpipes). Any fling desired as given in various collections.

Scene 6. MORAVIAN CHILDREN

1. Easter Call (Trumpets). Special.
2. Processional song: Hail, Victorious Lord—Special Moravian music.
3. Song: Always Remembered. Full chorus by all the Colonial children. Special.

Part IV. Children of Westward Ho!

Solo: Good Morning, My Pretty Miss. In Campbell & Sharp, English Folk Songs from the Southern Appalachians, p. 296.

Part V. Children of the Revolution

Scene 1. The Spirit of '76

1. Orchestra, Minuet. Beethoven's Minuet in G or any other preferred.
2. Yankee Doodle, played by characters on stage.

INTERLUDE

Orchestra: Any good triumphant selection such as Hadley's Victory March.

Part VI. Children of Old Plantation Days

Scene 1. Children of the Cabin

1. Cotton Picking Song in Burlin's Hampton Series Negro Folk Songs, Book III, p. 14.
2. Cotton Dance Song. Ibid, p. 23.
3. Lullaby. Ibid. Book IV. p. 23.

Scene 2. Children of the Big House

1. Skip to Ma Lou. Hofer, Popular Folk Games and Dances, p. 12, or in other collections.
2. Virginia Reel. Any suitable music such as Old Dan Tucker or Roger de Coverly.

Part VII. Children of the Confederacy

1. Special orchestrations of one of Bach's Chorals.
2. Taps.

INTERLUDE

Orchestra: A soft, dreamy selection that begins with a note of sadness and ends joyously, such as Theo. Lack's Idyllo.

Part VIII. Children of the New Freedom

1. Always Remembered—by full chorus. Special music.

Epilogue. Children of Today

1. Orchestra: Elgar's Land of Hope and Glory. Full chorus and orchestra.
2. Chorus: The Old North State. First two lines and chorus.
3. Interpretative Dance. (Orchestra).
4. Song: America, the Beautiful. Full chorus and audience.
5. Always Remembered. Full chorus behind scenes.

CAST PLOT

PROLOGUE

Father Time.
A Boy of Today.
A Girl of Today.

PART I. THE CHILDREN OF THE LOST COLONY

Sir Walter Raleigh (Dominant Spirit)
First Herald
Second Herald
Robert Ellis
John Sampson
Thomas Humphrey
Thomas Smart
Elizabeth Viccars
Ambrose Viccars
Robert Archard
Other boys and girls.

PART II. CHILDREN OF PRIMEVAL DAYS

Manteo (Dominant Spirit)
First Indian Herald
Second Indian Herald
Flute Player
Drummer
Indian girls
Indian boys
Indian runner

PART III. CHILDREN OF COLONIAL DAYS

Scene 1. CHILDREN OF THE ENGLISH COLONISTS

Edward Moseley (Dominant Spirit)
First Herald
Second Herald
Other boys and girls.

Scene 2. QUAKER CHILDREN

Governor Archdale (Dominant Spirit)
First Herald
Second Herald
Rachel
Anne

Elizabeth
Martha
Mary
Four boys

Scene 3. SWISS CHILDREN

Baron Christopher de Graffenreid (Dominant Spirit)
First Herald
Second Herald
Other boys and girls.

Scene 4. CHILDREN OF THE COVENANTERS *(Scotch-Irish)*

Colonel Hugh Waddell (Dominant Spirit)
First Herald
Second Herald
School Master
Boys and girls as pupils in school

Scene 5. SCOTCH HIGHLANDERS

Flora MacDonald (Dominant Spirit)
First Herald (Bagpiper)
Second Herald
Other boys and girls (dancers)

Scene 6. GERMAN MORAVIAN CHILDREN

Bishop Spangenberg (Dominant Spirit)
First Herald
Second Herald
Moravian boys and girls.

PART IV. CHILDREN OF WESTWARD HO!

Daniel Boone (Dominant Spirit)
First Herald
Second Herald
Henry Russell
James Boone
Fanny Calloway
Jemima Boone
Flanders Calloway.
Daniel Boone, Jr.
Rachel Boone

Pioneer Woman
Pioneer Men
A few other boys and girls.

PART V. CHILDREN OF THE REVOLUTION

Scene 1. "THE SPIRIT OF '76"

Cornelius Harnett (Dominant Spirit)
First Herald
Second Herald
Minuet Dancers

Figures in Tableau—Spirit of '76

Fifer
Drummer
Drummer Boy
Cincinnatus Ashe
William Hooper
George Lillington
Samuel Ashe
Other boys and girls.

Scene 2. THE HORNET'S NEST

Col. Wm. R. Davie (Dominant Spirit)
William Lee Davidson, Jr.
Samuel Polk
William Bain Alexander
Patrick Jack
Zaccheus Wilson
Pompey (colored servant)
Twelve other boys.

PART VI. CHILDREN OF OLD PLANTATION DAYS

Scene 1. CHILDREN OF THE CABINS

Gov. Wm. A. Graham (Dominant Spirit)
First Herald
Second Herald
Mammy
Baby
Small boy
Small girl
Several other boys and girls as colored children.

Scene 2. Children of the Big House

Third Herald

Boys and girls.

Part VII. Children of the Confederacy

Governor Zebulon B. Vance (Dominant Spirit)

First Herald

Second Herald

Reader

Boys and girls of the Confederacy.

Part VIII. Children of the New Freedom

Charles B. Aycock (Dominant Spirit)

First Herald

Second Herald

Large group of boys and girls.

Epilogue. Children of Today

Spirit of Carolina

Goddess of Plenty

Boy of the Prologue

Girl of the Prologue

America

First Herald

Second Herald

Boy Scouts

Girl Scouts

Junior Red Cross

Boys' Agriculture Clubs

Girls' Home Demonstration Clubs

Sports

Sunday School Group

Public School Group, etc.

Dancers (girls).

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

GREAT COMPOSERS, 1600-1900

By PAUL JOHN WEAVER

ISSUED BY THE WOMEN'S CLUB SECTION OF THE
BUREAU OF PUBLIC DISCUSSION

THE UNIVERSITY OF NORTH CAROLINA PRESS
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INTRODUCTORY STATEMENT

The purpose of this course is to give a very general survey of music by means of the study of the lives and compositions of outstanding musicians representing different periods of development. The work can be covered in as many meetings as the clubs desire; one, two or three meetings may be spent on each composer, dependent upon the amount of detailed work they care to give.

As a composer really is known by his music and lives through that, it is suggested that in case one lesson only is put on each composer the emphasis be placed upon the music rather than upon papers, allowing the introductory note in each lesson to give the background. It is felt that a meeting can be deadened by too many long papers, particularly when too much time is put upon dry details. If papers are given, it is well for the writer to put considerable time on study and to present only live points that will be of interest from the standpoint of their effect upon the musician's work.

Since one hearing of a piece is not sufficient to give one more than a very vague idea of the musical content, a short commentary is placed after each illustration in order to give the listener something definite to listen for. In studying most of the illustrations, the music first should be heard, then should be discussed or analyzed, then should be heard again until the points are clearly understood. The person in charge of the musical part of each program should study his pieces in advance in order to be ready to point out the outstanding features. The illustrations given are representative of each composer, but if local talent is available the club may prefer to substitute. Numbers in parentheses after the names of the selections refer to Victor Records.

Pratt's *History of Music* (Schirmer) and Hamilton's *Outlines of Music History* (Ditson) will give sufficient material for practically all papers. Grove's *Dictionary of Music and Musicians* and Baltzel's *Dictionary of Musicians* will be found valuable for reference. Additional references for any papers will be furnished upon request.

Great Composers, 1600-1900

FIRST MEETING

Date..... Place.....

Johann Sebastian Bach (1685-1750)

It has been said that music owes as great a debt to Bach as does a religion to its founder. A direct descendant of a long line of musical ancestors, a master of German music, conscious of all the best tendencies of the time, of deep and reverent religious convictions, a prodigious worker, Bach represents the consummation of the best progress of the past and the beginning of the tendencies of all modern music except the dramatic. Although he was first trained as a violinist, the center of his art was his organ music. His compositions are a fusion of two eras: the polyphonic contrapuntal (thematic development by strict and free imitation) and the harmonic tonal (chord combination founded on modern harmonic bases.) He combined a consummate contrapuntal art with an astounding and inexhaustible facility for inventing themes. His fugues, especially those for the organ, have never been equalled in grandeur and dignity. He laid the foundation for our modern pianoforte technique with his remarkable work, *The Well-Tempered Clavichord,* and with his innovations in fingering, which have been universally adopted. His studies for the violin represent perhaps one-half of the modern violinist's repertoire. All of his music has the form of a master and the style and beauty of an inspired genius; it furnishes an inexhaustible mine for study.

A. Suggested Topics for Papers

Short biographical sketch.
The fugal form.
His contribution to music.
His style and works.

B. Illustrations

1. **Clavier.**

Two-part Inventions, numbers 1, 2, 3 or 4. (Use preferably the Busoni Edition, published by G. Schirmer, New York.) In form

these are strictly canonic; a subject is announced in one voice and then repeated in the other, while the repetition is accompanied by a contrapuntal section. Bach was expert at this form of writing, and attention should be called to the devices he used in constantly bringing out his subject. The edition mentioned above gives detailed information on the development of the form in these numbers.

2. Organ.

Toccata and Fugue in D Minor. (If an organ is not conveniently available, use the Taussig piano transcription.) The toccata is in the nature of a prelude, made up mainly of runs and arpeggios. The fugue is a composition in which a subject or theme is announced by one voice and imitated by other voices entering one at a time and usually at an interval of a fifth or a fourth from the original voice. The subject is short and of such a marked character as to be easily remembered. With the entrance of the second voice the first voice takes up a counterpoint as accompaniment.

3. Song.

My Heart Ever Faithful. (6171-B) (From the cantata, *Also hat Gott die Welt Geliebt.*) An example of Bach's power to create a mood in music corresponding to that of his text. One does not hear a complicated musical form, nor a melody of distinctive charm; rather, one hears music which is as joyful and full of praise as are the words themselves in the song.

4. Violin.

a. Air for the G String. (64390) A wonderful example of Bach's melodic gift. Students of Bach realize that fine melodies are to be found in a large number of his works, but they are usually not so obvious as in this case and are hidden by the intricacies of technical features or form.

b. Concerto for Two Violins. (8040-A and B) One of the best known of Bach's violin works, illustrating his style at its best. The accompaniment is played by a string quartet.

SECOND MEETING

Date..... Place.....

Georg Frederic Handel (1685-1759)

A contemporary of Bach, and to a certain degree like Bach, representing a consummation of certain movements in music, yet Handel had no connection with the great master and represents an entirely different type of work. With no musical heritage, but with a great and determined genius, his youth was spent in the atmosphere of the Hamburg Opera and of German church music. An intimacy with musicians in Italy and later several years spent in England resulted in Handel's standing out as the most powerful operatic composer of the early school of Italian opera; however, due to the Italian triviality of style, his operas were not of permanent value. His real genius is shown in his oratorios, which Handel brought to rank with the opera as the greatest vehicle of vocal expression in music. His organ concertos are popular in style, and his overtures for orchestra are of unusual merit. His violin sonatas are still frequently heard. Handel appealed to a much larger public than Bach; he was continually in the public eye and his works were brilliant and popular; Bach, on the other hand, was deeper and more introspective, requiring more mentality for his understanding.

A. Suggested Topics for Papers

Short biographical sketch.
The dramatic element in his music.
Opera and oratorio, Italian style.
Violin and organ works.

B. Illustrations

1. **Piano.**

The Harmonious Blacksmith. This well-known piece gets its name from the rigid, angular, hammer-like melody. In the original setting in his *Suite V in E Major,* Handel called it simply "air and variations," and this name describes the form of the piece. The theme is divided into Part A (four measures long), and Part B (eight measures long). There are five variations, each of which uses both parts of

the theme. Each variation attains greater intensity than its predecessor—the first two are tranquil, the third and fourth buoyant and the fifth riotously gay.

2. Opera.

Largo from *Xerxes.* (74412) This stately and dignified melody from the otherwise forgotten opera *Xerxes* has been arranged for many different types of rendition. In this record Maude Powell adhercs faithfully to the original music.

3. Oratorio.

a. Arm, Arm, Ye Brave. (74505) This number comes from *Judus Bacabaeus.* As usual, there is first a declamatory recitative; this is followed by the aria proper, which is characterized by a great strength of movement. In the middle section of the aria ("In defense of your nation, religion and God") there is a good example of the florid, ornamented style which Handel so frequently employed.

b. Hallelujah Chorus. (35678) On the occasion of the first performance of *The Messiah,* in 1743, the audience was so impressed by the Hallelujah Chorus that it stood during this number; and the custom has continued to this day—a vivid proof of the fact that here Handel has reached the highest point in all history in praise and laudation to God through music. The first section of this chorus has two themes, the first using the word "Hallelujah" five times, the second using the words "For the Lord God Omnipotent Reigneth;" these two are varied, used singly and combined; there follows a more subdued contrasting section, "The Kingdom of this World," etc., with a fugue on the words "And He shall reign for ever and ever;" this leads into a dramatic ending, gaining constantly in intensity through constant repetition of the thematic material and through modulation to successively higher degrees and closing with a series of short, incisive phrases which drive home the musical and spiritual content of the composition.

THIRD MEETING

Date..... Place.....

Joseph Haydn (1732-1809)

This next great leader in the musical world, the scion of an Austrian peasant family, was destined to bring into fixed form all previous attempts to arrive at the exact principle of proper balance between the sections of the sonata form. He divided his sonata into three distinct movements, and on this structural basis practically all subsequent sonatas, duets, concertos and symphonies have been built. His work, while different from Bach's, was a real supplement to that of his predecessor. To him is due the credit of really establishing the string quartet and of dividing the symphony orchestra into the present four sections—strings, woodwinds, brasses and percussion instruments. While the early years of his life were a struggle, the circumstances of his later years were favorable to the production of a great mass of music. Organ was the only field that he did not enter. Although primarily an instrumental composer, mainly for chamber or orchestral ensemble, he was also an accomplished writer of vocal music, his works including masses, oratorios, operas, etc. His two oratorios, *The Creation* and *The Seasons* show the influence of Handel. His style was clear and bright, sincere in manner and genial in melody.

A. SUGGESTED TOPICS FOR PAPERS

Short biographical sketch.
The sonata and its form.
The symphony orchestra.

B. ILLUSTRATIONS

1. String Quartet.

Quartet in D Major. (6116) In the first movement, *Allegro Moderato,* one is immediately impressed with the straightforwardness and essential simplicity of Handel's style and of his harmonic and melodic material. After a short introduction, the first violin plays the main theme; with characteristic ornamentations and variations, this theme recurs throughout the movement. The second movement, *Adagio Cantabile,* is just what its name implies, slow and song-like. After a

beautiful opening in the major the second section brings a contrast in the minor, the plaintive nature of which is brought out first by one instrument and then by another. This leads to a restatement of the first section, in which the first violin part is given graceful and easy-flowing variations.

2. Orchestra.

a. Surprise Symphony, Andante. (35243-B) This symphony takes its name from the effect created by the loud chord in the eighth measure of this movement. The very simple theme which precedes this chord, and the contrasting theme which just follows it form the subject matter for the entire movement. Notice the way in which this is varied: first a counter-melody in the woodwinds, then a change to the minor and a modulation to a new key, then running passages in first one section of the orchestra and then another, then a cadenza followed by a new rhythmic effect, then more counter-themes in the woodwinds, then a *forte* passage in triplets leading to the coda.

b. Surprise Symphony, Allegro di Molto. (35243-A) This movement is written in sonata form—a statement containing two themes, a development section working out this thematic material, and a recapitulation in which the themes are repeated. Because of the physical limits of the record, the movement is considerably cut here; but enough is played to make clear the themes and the way they are used in the development or middle section; in almost every phrase one recognizes part of the original material. Notice also the Italian ending, with its many repetitions of the authentic cadence.

3. Oratorio.

The Heavens are Telling. (35484) This is taken from the best of Haydn's oratorios, *The Creation,* and illustrates again the essential simplicity of his style. The vocal parts are straightforward and quite lacking in technical difficulties; while the orchestral part is given many typical embellishments and ornamentations. The two combine in an effect which is remarkable for its strength and solidity.

4. Vocal.

The Austrian National Hymn. (910) The purity and strength of Haydn's part-writing are well exemplified by this familiar hymn. The beautiful arrangement played here by Kreisler and a string quartet shows how Haydn's musical thought can be elaborated upon in a graceful way; but those sections which do not add to the original are among the most beautiful in the number.

FOURTH MEETING

Date..... Place.....

Wolfgang Amadeus Mozart (1756-1791)

This many-sided genius was one of the greatest prodigies in history. In spite of the fact that he was cut off at almost the beginning of a tremendous career, he went further than all his contemporaries in indicating the paths along which music was to go. A most lovable character, living in a romantic period with every encouragement and with experience in all parts of Europe, his works show a delicacy and refinement which, except for the music of Haydn, was entirely new, and which became typical of the whole musical situation of the day. In his seventh year his creative power was manifest and his compositions began to be prolific in every field, ranging from florid Italian arias to abstruse contrapuntal works. He was himself a skilful singer, violinist, organist and pianist. Of the forty-nine symphonies which he wrote, those in E Flat, G Minor and C Major are the most famous. His greatest operas are *The Marriage of Figaro, Don Giovanni* and *The Magic Flute.*

A. SUGGESTED TOPICS FOR PAPERS

Mozart's life.

His contribution to music.

Comparison with Haydn: their accomplishments singly and jointly; their differences from Bach and Handel.

B. ILLUSTRATIONS

1. **Orchestra.**

Menuetto, from the Symphony in G Minor. (74609) The first section of this movement consists of a fourteen-measure theme in 2-4 time, which is repeated and then used in a development section. This is followed by a contrasting section, *legato,* in which the strings and woodwinds answer each other in new thematic material. This in turn leads back to a restatement of the theme used in the first section, repeated almost literally.

2. **String Quartet.**

Minuet, from the Quartet in D Major. (74596) The form of this minuet is that shown in the last illustration—a statement, a con-

trast and a restatement. Here, however, the development of the thematic material is somewhat more elaborate. A comparison between this and the preceding illustration will show a similarity of style and a variety of mood which characterize his compositions.

3. Opera.

Non So Piu Cosa Son. (64748) (From *The Marriage of Figaro.*) This aria is sung by the Countess in the first act of the opera, when she finds herself the center of a complicated and intriguing love affair and does not know how to extricate herself. The opera sparkles with humor, and the music of this number shows Mozart's cleverness at portraying the embarrassed and excited condition of the heroine. He has captured one of the most difficult moods in the whole realm of emotion with an art that conceals art beneath a deceptive and charming simplicity.

FIFTH MEETING

Date..... Place.....

Ludwig von Beethoven (1770-1827)

Beethoven, considered by many the greatest personality in the history of music, represents in his works the culmination of the classical school and the beginning of the romantic school. The genius of the man is awe-inspiring and requires a most careful study to allow us to understand its magnitude. His music is the reflection of himself, his innermost feelings, his very life. His tragic history reflects itself in the three outstanding periods into which his compositions may be divided. First the period from 1792 to 1803, where he shows the influence of Mozart and Haydn; at this time his first and second symphonies as well as piano concertos and sonatas appeared. The second from 1803 to 1815, where Beethoven is himself; at this time the affliction of deafness increased, as well as domestic difficulties; the great works of this period are the opera *Fidelio* and the symphonies Number 3 (*Eroica*), Number 4, Number 5 (*Fate*), Number 6 (*Pastoral*), Number 7 and Number 8. The last period, extending to his death, marked the culmination of his troubles; he became stone-deaf during this time; his most daring works, the *Ninth Symphony*, the *Solemn Mass in D* and the later piano sonatas were produced during this period.

A. SUGGESTED TOPICS FOR PAPERS

Discussion of Beethoven's music as affected by his life.
The debt of the musical world to Beethoven.
Beethoven's historic position.

B. ILLUSTRATIONS

1. **Piano.**

Moonlgiht Sonata (Opus 27, Number 2.) (Use preferably the Trnecek revision published by B. F. Wood and Co., Boston.) This sonata is divided into three movements. The first, *Adagio Sostenuto*, is very quiet and impressive; a very delicate accompaniment in arpeggios, with a simple but hauntingly beautiful melody. The second, *Allegretto*, is a Minuet of the type studied under Mozart: statement, contrast or trio, restatement. The third, *Presto Agitato*, consists mainly of the de-

velopment of a short theme which appears after twenty measures of rapid arpeggios. This sonata does not conform to the regulation plan for sonata form, but is rather a fantasia, each movement being quite independent of the others.

2. Orchestra.

Fifth Symphony, in C Minor. (18124, 35580, 18278 and 25637). This is probably the best known of Beethoven's symphonies. It is often used to exemplify perfection in symphonic form, and a study of the full score or of a piano arrangement is valuable. (Certain cuts were necessarily made in recording these movements, due to their length; hence the form of the symphony cannot be completely understood from listening to the records.)

Movement I (*Allegro con brio;* fast, with forcefulness) is in sonata form: exposition (measures 1 to 124, repeated), development (measures 125 to 252), recapitulation (measures 253 to 372) and coda (measures 373 to 502). Movement II (*Andante con moto;* moderately, but with rhythmic swing) is in the "theme and variations" form: theme (part A, measures 1 to 22; part B, measures 23 to 49), variation I (measures 50 to 98), variation II (measures 99 to 184), variation III (a shortening of the theme, measures 185 to 205) and coda (measures 206 to 247). Movement III (*Allegro;* fast) is in the "minuet and trio" form; statement (measures 1 to 140), contrast (measures 141 to 235), restatement (measures 236 to 323) and coda (measures 324 to 373). The coda of Movement III leads to Movement IV (*Allegro maestoso;* fast and with dignity), which is again in sonata form: exposition (measures 1 to 85b), development (measures 86 to 206), recapitulation (measures 207 to 294) and coda (measures 295 to 444). The four-note motive which opens the first movement, and which Beethoven is said to have called "fate knocking at the door," binds this whole composition together as Beethoven proceeds through a succession of widely varying emotional moods to the triumphant climaxes of the last movement.

SIXTH MEETING

Date..... Place.....

Franz Schubert (1797-1828)

There is no more pathetic figure in music history than Schubert, who like Mozart was cut off before he had barely begun to show more than a mere flicker of his power. Yet, in spite of a life full of poverty and hardship, from his sixteenth year he wrote as if under the direction of an invisible power. Probably the least schooled of any of the great musicians, he was unrestrained by the prescribed limits of structure, which in some cases resulted in works extremely long and diffuse but still full of melodic, harmonic and coloristic expression. He wrote in all forms of music. Aside from the many beautiful instrumental compositions, among which are really the first "songs without words", his chief contribution to musical literature was his songs. He brought the German *lied* to a state of perfection; he drew the bounds of poetry and music closer than ever before, the melody and mood of his songs always fitting the poetic thought. The songs may be divided into three classes: songs in the folk manner (several verses to one tune), art songs (melody following each word and sentiment) and art ballads (narrative and dramatic songs).

A. SUGGESTED TOPICS FOR PAPERS

Life and works of Schubert.

Comparison of Schubert with Mozart; their lives and contributions to music.

The sources of his songs.

B. ILLUSTRATIONS

1. Orchestra.

Viennese Dances. (74814) In most of Schubert's instrumental music one finds the same qualities which characterize his songs—the absence of studied and involved complications, the literal repetition of whole sections, the essential simplicity of the melody. The example given here should be listened to simply from the standpoint of something beautiful; it will repay several hearings, which are required for a grasp of the refinements of the piece.

2. Art Song.

Ave Maria. (569) The words are those used in the Roman service, and have been set to music probably hundreds of times. This exquisite setting is typical of Schubert's skill and genius as a writer of art songs. Wilhelmj's violin arrangement of this song is one of the most frequently used numbers on violin programs.

3. Art Ballad.

Erlkönig. (6273) This song is one of the perfect pieces of dramatic music. Each character in the dramatic story is distinguished by the style of its music; the low tones of the father, the shrill voice of the child and the light caressing tones of the Erlkönig. The song builds up in intensity as the story unfolds, reaching its emotional climax in the last four measures, where the sinister pause in the rush of the music and the complete dropping out of the accompaniment emphasize in a most forceful way the low tones of the final tragic words.

SEVENTH MEETING

Date..... Place.....

Robert Schumann (1810-1876)

In the middle of the nineteenth century there was a rise in literary romanticism that undoubtedly contributed toward the rise of romanticism in music. While much of the music of the classical school was romantic in spirit, in this new period we find all composers reflecting this quality in their music. The aim in classical music was to produce ideal beauty which did not reflect the personality of the composer, and which conformed to set rules in form; in romantic music the aim was the exaltation of the individuality of the composer, and in the reflection of the mood of the composer romantic music defied all restraint of form. In this period there was no dominating composer, as Beethoven was the exponent of both the classical and the romantic; but Schumann can be classed as one of the two great masters. A profound thinker, of powerful imagination, in spite of the lack of early technical training he represented the first real expansion of music expressing personal feeling and self-revelation. He made form the servant of his imagination. Schumann revealed this subjective self in all classes of music except sacred, and because of his fine sensibilities and his wonderful mind he opened up many new fields of beauty. His songs are his greatest contribution to music literature.

A. SUGGESTED TOPICS FOR PAPERS

The romantic school of music as influenced by the romantic school of literature.

Schumann the man.

Schumann the composer.

B. ILLUSTRATIONS

1. **Songs.**

a. Mondnacht. (64554) In his lyric songs Schumann made the piano part an integral part of the melody, not simply an accompaniment. Notice that the song begins with the piano part, the voice entering during the course of the melody and not even in one of the prin-

cipal chords of the key; likewise the song continues after the vocal part is finished. The blending of the two instruments, the use of discords and their satisfying resolution, the creation of a suitable mood through the use of appropriate tonal and rhythmic effects—these are characteristic of the artistry of this composer and are well illustrated in this beautiful song.

b. The Two Grenadiers. (6177-B) (The words of this song should be read before it is played.) One of the greatest of all dramatic songs, this is a favorite program number. The music lends itself perfectly to the tragedy of the two followers of the defeated Napoleon, who, at the point of death, sing the praise of their hero-leader to the melody of the great French national anthem. On the reverse side of this record is *La Marseillaise;* notice how skilfully and naturally Schumann leads his song into this air for its climax.

EIGHTH MEETING

Date..... Place.....

Felix Mendelssohn-Bartholdy (1809-1847)

The career of Mendelssohn and that of Schumann ran along much the same lines, and to the two we owe much of the new development that characterizes the romantic period in music. Both were men of wealth, education and travel, and by virtue of their intellectual achievements were well able to concentrate on this mission. Mendelssohn was more inclined, however, to the expression of objective beauty than was Schumann, and so was more restrained by the classical forms. While not confining the imagination, he did give regard to the demands of symmetry and technical finish, and therefore, unlike Schumann, was able to preserve the balance between the classical and the romantic. He made no real contribution to new forms, his importance in the romantic movement being due to the new spirit which he gave the classic form. Due to a successful happy life and a sunny disposition, he lacked the passion that characterized Beethoven, and his works absolutely lack the morbid expression of life. His power is probably best shown in his chamber music, his orchestral overtures and his oratorios. The last show plainly the influence of Bach and Handel.

A. SUGGESTED TOPICS FOR PAPERS

Mendelssohn's life and career.

Mendelssohn's character as reflected in his works.

B. ILLUSTRATIONS

1. Piano.

a. Songs without Words. (Any one or two of the forty-eight.) These are simple, poetical tone-pictures, full of rich harmony and beautiful melody.

b. Spinning Song. (914-A) One of the most difficult of this same collection. One hears a simple, happy melody, with the hum of the spinning wheel constantly in the background.

2. Oratorio.

a. O Rest in the Lord (*The Elijah*). (6168-A)

b. But the Lord is Mindful of His Own (*St. Paul*). (6168-B)

These two familiar numbers, taken from his best oratorios, are typical of his style. A richness of beauty and devoutness of spirit characterize them.

3. Orchestra.

a. Wedding March (6302-A)

b. Scherzo (6302-B)

These two numbers, taken from the incidental music written for *A Midsummer Night's Dream,* are representative of his orchestral ability. In both he gives free reign to the imagination, painting scenes in tone. The first was written for the wedding scene, the second for the dance of the sprites and fairies.

NINTH MEETING

Date..... Place.....

Frederic Chopin (1810-1849)

This "tone-poet", a native of Poland, exerted an unusual influence on modern music, although he wrote almost entirely for the piano. Educated as an aristocrat, with the background of a tragic national history, endowed with a poetic and sensitive nature and instinctive refinement, Chopin reflected his individuality in beautiful, perfected art. His contribution to pianism was to free its music from the orchestral domination by the development of new dynamic, rhythmic and technical devices, showing an absolutely untouched insight into the capacities of the piano. Although a romanticist verging in his work towards the programmatic, Chopin gave no descriptive titles to his music but grouped them according to their styles. His works include idealized dance forms (mazurkas, waltzes, polonaises, etc.), nocturnes, preludes, ballades, impromptus, etudes, three sonatas and two concertos.

A. SUGGESTED TOPICS FOR PAPERS

The life of Chopin.

The development of the mechanic and dynamic possibilities of the piano.

Chopin's works and style.

B. ILLUSTRATIONS

1. Piano.

a. Tarantelle. (561-A) This is a splendid example of Chopin's ability to glorify an old dance form. The Tarantelle is a South-Italian dance in 6-8 measure, performed by a man and woman or by two women who play on castanets and a tambourine. A quaint belief existed in Italy that only by the constant dancing of the Tarantelle could one cure the disease of "Tarantism," an epidemic of the eighteenth century which seems to have been a form of hysteria not unlike the St. Vitus Dance epidemic in Germany at an earlier date.

b. Funeral March. (6083-B) A simple, dignified, straightforward melody. The first section is in the minor; after its statement, the theme is varied by the use of effective but simple embellish-

ments sparingly used. The middle section, an appealing melody in the major, which owes much of its charm to its entire lack of any ornamentation, is followed by a literal repetition of the opening section.

c. Nocturne in E Flat. (6269-B) Chopin's greatest genius is shown in his unparalleled ability to produce a fascinating result by varying and ornamenting a very simple theme. A study of this composition shows his power and his method. A four-measure song-like melody opens the composition and is then repeated in an elaborated form; a contrasting melody of equal length and simplicity is stated in measures 9 to 12. The development of these two short themes gives the material for the entire composition, even the coda and its cadenza being made up of figures used in the main themes themselves.

d. Etude in G Flat Major, Op. 10, No. 5. (561-B)
e. Etude in G Flat Major, Op. 25, No. 9. (561-B)

Many of Chopin's etudes create such distinct moods that they have been given descriptive names. The first of these is called the *Black-Key Etude* because it uses primarily the black keys; the second is called the *Butterfly Etude* for obvious reasons. These compositions, used primarily for the study of piano technique, still are filled with an unexpected and intriguing melodic beauty which is well brought out in this record by the French pianist Cortot.

TENTH MEETING

Date..... Place.....

Franz Liszt (1811-1886)

Teacher, conductor and composer, Liszt was also an unsurpassed piano virtuoso. His career ran along closely with that of Chopin, but, as if an inheritance from his dominating country, his history shows him as a master of his art with wonderful ability to sway and lead his audience. Like Chopin he enriched the technique of the piano, but he went further by his piano arrangements of vocal, organ and orchestral works. He showed how by various arranging, embellishing and technical trickery the piano could be the means of presenting compositions not written for it originally. Along with this capacity for sensational and grandiose effects, he possessed a fine culture and training which gave him the power of reproducing the smallest selection or the most profound concerto. He made piano arrangements of songs written by many composers, especially by Schubert, of Bach's organ preludes and fugues, of operatic airs and of folk music (especially in the well known Hungarian Rhapsodies). He was one of the leading exponents of the "program" school from which the symphonic poem developed.

A. SUGGESTED TOPICS FOR PAPERS

Liszt's contribution to piano literature and style.
A study of his transcriptions.
Liszt the man; the teacher; the virtuoso.

B. ILLUSTRATIONS

1. Piano transcriptions.

a. Paraphrase de Concert. (6083-A) Here Liszt has used the familiar quartet from the opera *Rigoletto*, arranging it as a show piece for the piano. He makes the piano into an orchestra, arranging not only the melodies and harmonies of the original version but adding runs, trills and cadenzas which combine to create a tour-de-force that has challenged the technical ability of all pianists since Liszt's day. De Pachmann, who plays this record, is considered by many as the greatest interpreter of Liszt, of all pianists the one who most closely resembles Liszt himself.

b. The Maiden's Wish. (6231-A) Here Liszt has used a comparatively simple piece by Chopin as the subject for his elaborations. To understand his method, one should hear the original composition and compare that with Liszt's arrangement. After a characteristic introduction based on a figure from the principal melody, this melody is played; but its first presentation is elaborated upon with several cadenzas. Then come different variations, becoming increasingly complicated and intricate. In contrast to his usual method of ending in a grandiose style (as seen in the last example,) in this number Liszt closes with the simplicity of the original composition itself.

2. Original piano works.

a. Hungarian Rhapsody, No. 10. (6231-B) His Hungarian Rhapsodies furnish a bridge between Liszt's transcriptions and his original piano works. Their themes are in the main not original, having been taken from Hungarian folk-tunes; but the treatment of these themes is distinctly original. Probably in no other music are the orchestral possibilities of the piano exploited to so great an extent. In spite of their great technical difficulties, these Rhapsodies are favorites with pianists; if one can be played locally, it should be used instead of or in addition to this record, in which the original is considerably cut.

b. Liebestraum. (6269-A) A distinct contrast with the preceding examples is seen in this well known and beautiful melody, which is one of the set of "Dreams of Love," the most frequently heard of Liszt's entirely original compositions. Except for two cadenzas, this number is straightforward and essentially melodic, an appealing song without words.

3. Orchestra.

Les Préludes. (6225-A and B; 6373-A and B) (The four sections of this record are continuous and should be played with as little break as possible.) To Liszt we owe the "symphonic poem," which breaks away from the classic music forms and in which a story or program is set forth. In this type of composition two or three generating motives are used as the basis for as many sections as the story requires, the themes being modified as the mood of the story demands. Liszt wrote thirteen symphonic poems, of which the present example is one of the most familiar. *Les Préludes* is based on Lamartine's *Méditations Poétiques*: "What is life but a series of preludes to that unknown song whose initial solemn note is tolled by Death? The enchanted dawn of every life is love; but where is the destiny on whose first delicious joys some storm does not break?—a storm whose deadly blast disperses youth's illusions, whose fatal bolt consumes its altar. And what soul thus cruelly bruised, when the tempest rolls away, seeks

not to rest its memories in the pleasant calm of rural life? Yet, man allows himself not long to taste the kindly quiet which first attracted him to nature's lap; but when the trumpet gives the signal he hastens to danger's post, whatever be the fight which draws him to its lists, that in the strife he may once more regain full knowledge of himself and all his strength." . . . The music deseribing these scenes is divided into six sections: Introduction, Love, Storm, Country Life, War, Conclusion. The two motives in the Love section, which will be easily distinguished, form the basis for the thematic development of the whole composition.

ELEVENTH MEETING

Date..... Place.....

Richard Wagner (1813-1883)

In spite of a life full of tremendous difficulties, it was Wagner's mission to produce the most powerful dramatic operas of all time. The theory of his music-drama rested on the principle that music, poetry and action should be inseparable; the core of the opera as a musical work was the orchestra; the voice, contrary to the custom in the Italian opera, became an integral part of the complete dramatic effect. Wagner gradually developed a system of *leit motiven*—that is, themes belonging to certain emotional elements in the plot, which would recur whenever there were suggestions of these elements. The influence which Wagner has had can hardly be overestimated. His music is so full of beauty and power that, with his combination of musical and dramatic force, he achieves climaxes that are unequalled.

A. SUGGESTED TOPICS FOR PAPERS

Events in Wagner's life.
Wagner's works.
Use of motives in Lohengrin.
Wagnerian opera contrasted with Italian opera.
The story of Parsifal.

B. ILLUSTRATIONS

1. Orchestra.

a. Ride of the Valkyries. (6245-A) (To give an understanding of the dramatic background of this and the next example, the story of *Die Walküre* should be outlined before the records are played.) This is a part of the orchestral prelude to the third act of the opera, and is without doubt one of the most imaginative of all orchestral compositions, with a wild and savage energy which is nowhere equalled in operatic music. In this one can clearly see Wagner's method of interlacing and simultaneously developing many motives; we hear a trilling motive which depicts the neighing of the horses, a "snorting" theme over the musical interval of a fourth, and a "galloping" theme (the ride itself) in which trumpets and trombones answer each other and are finally joined by the tuba.

b. Wotan's Farewell and Magic Fire Music. (6245-B) Brünnhilde, chief of the Valkyries, has given up her godhood and is

left sleeping on the mountain top by her father, Wotan. As he sings his powerful and heart-breakingly pathetic farewell to her, he touches a rock with his magic spear and calls forth a stream of flame which leaps to the skies in a red glow. It is this picture which is painted by the music of this number, one of the most realistic of all examples of program music.

2. Solo Voice.

a. Elsa's Dream, from Lohengrin. (6172-A) Elsa has been accused of killing her young brother, the Duke of Brabant, and King Henry declares that justice shall be done by the ancient ordeal of battle. Elsa is asked to name her champion, and after some hesitation she tells of a dream she has had, in which a knight in shining armour comes to protect her. It is the story of this dream which is sung in this record. Notice, after the first section, the introduction of the "Holy Grail" theme, foreshadowing the coming of Lohengrin—typical of Wagner's use of a known musical theme to express the unwinding of the dramatic plot.

b. Elizabeth's Prayer, from Tannhaüser. (6172-B) Elizabeth watches the pilgrims as they return from Rome, and finding Tannhaüser not among them she gives way to despair and prays to the Virgin in a song of solemn and pathetic beauty. In this and the preceding example, notice how Wagner has broken away from obvious melodic lines; these are not arias of the Italian type in which the melody is of chief interest; rather, the voice is treated as an instrument, a part of the orchestra, blending with the instruments of the orchestra in the creation of an emotional mood.

3. Chorus.

a. Bridal Chorus, from Lohengrin. (35494-B) The third act of Lohengrin opens with the festival attending the wedding of Elsa and Lohengrin. The ladies of the court enter escorting Elsa, and the nobles bring in the bridegroom singing the familiar Bridal Chorus.

b. Spinning Chorus, from The Flying Dutchman. (35494-A) In the home of the sea-captain Daland, the women await his arrival, spinning, singing, laughing and chatting among themselves. The melody has a tripping swing and is constantly accompanied by the whir of the spinning wheels.

TWELFTH MEETING

Date..... Place.....

Johannes Brahms (1833-1897)

In the fields of song, choral cantata, the classical quartet and the symphony, Brahms is the foremost composer of absolute music in the nineteenth century. He was reactionary rather than revolutionary, and brought back to the public the realization of the beauty of true tonal, absolute music. He enriched the old classic modes with the poetic beauty of the modern school. The real fineness of his compositions can be appreciated only through thorough study. His exquisite songs weld closely words and accompaniment and are full of rich harmony and melody. His *German Requiem* is considered one of the greatest choral works of all time.

A. SUGGESTED TOPICS FOR PAPERS

Brahms' life.
Brahms' relation to the classic and the programmatic schools.
Comparison of Brahms with his contemporaries.
A study of Brahms' songs.

B. ILLUSTRATIONS

1. **Songs.**

a. Minnelied. Schumann wrote of Brahms' songs that their poetry might be understood even without the words. This statement and Mason's "Brahms music is better than it sounds; the thought comes first, instead of modifying itself to suit sonorities and technique," give us an insight into Brahms' attitude. His songs are characterized by melodic depth, rich and clear harmonic texture, melodic exposition in the bass, tenderness of musical sentiment, sincerity, directness, chastity and the avoidance of everything melodramatic. (If *Minnelied* is not available locally, substitute *Feldeinsamkeit, Sapphische Ode* or *Wie Melodien Zieht es Mir.*)

b. Cradle Song. (18440-A) Brahms was thoroughly Teutonic in his ideals, and not unnaturally made extensive use of German folk-melodies in many of his songs and instrumental pieces. He was so imbued with the spirit of this folk material that some of his art-songs

are often thought of as folk-songs; such is the case with this number, which is typical of his candor, sturdy yet tender affection, simplicity, directness and lack of affectation.

2. String Quartet.

Allegretto from the Quartet in C Minor. (6120-A) Several hearings are necessary before one can grasp the perfection of detail and the deep-lying beauty of this number, as is the case with most of Brahms' works. There are two distinct sections in this movement as it is recorded; each has its own subject, developed with a thoroughness and wealth of imagination which has probably not been equalled by any composer since Beethoven.

3. Orchestra.

Hungarian Dance Number 5. (797-A)
Hungarian Dance Number 6. (797-B)

Here again we find Brahms making use of folk melodies, but with a sincerity, cleverness and originality which has never been excelled. These dances should be compared with the *Hungarian Rhapsody* by Liszt studied in the tenth meeting. Notice the great variations in tempo and dynamic effect, characteristic of this sort of music. Notice also the cleverness of the instrumentation, particularly in Number 5 where the strings and woodwinds alternate with snatches of the melody, and in Number 6 where the forte passage in the brasses is followed by a rapid passage in the woodwinds and then by a legato passage for the strings.

THIRTEENTH MEETING

Date..... Place.....

Peter Ilytsch Tschaikowsky (1840-1893)

Tschaikowsky, probably the greatest musical genius that Russia has ever produced, reflects in his compositions the characteristics of a passionate, struggling, emotional and barbaric nation. We see in his works the extremes of savage gaity and the deep melancholy for which modern methods of writing prove an admirable vehicle. His best known works are written for the orchestra, and include six symphonies, seven symphonic poems, four suites, several overtures and many smaller pieces. His numerous operas, mostly on Russian subjects, are little known outside of Russia itself.

A. SUGGESTED TOPICS FOR PAPERS

The life of Tschaikowsky.
The characteristics of his compositions.
Russian life as reflected in Russian music.
Study of Glinka and other earlier Russian composers.

B. ILLUSTRATIONS

1. Opera.

Air de Lenski. (88582) (From *Eugen Onegin*). Lenski and his friend Onegin have quarreled over a love affair and are about to fight a duel in which the former is killed. As he waits early in the morning near the village mill, Lenski sings this strange, melancholy but beautiful song of his youth and his love for Olga. The harmonies unfold in a marvelous fashion and lead to a powerful climax; the duel is fought and Lenski falls.

2. Quartet.

Andante Cantabile, from String Quartet. (8041-B) The main theme, sixteen measures long (a combination of 4-4 and 5-4 rhythms) was taken by Tschaikowsky from a folk-song as sung by a plasterer working on his house. A second melody, in D flat major, which is original and exceedingly graceful, is accompanied by a persistent rhythmic figure played pizzicato by the cello. The first theme is repeated in a two-part counterpoint, the second theme is repeated with added poignancy on the G string, and a coda on the subject of the first theme ends the movement.

3. Orchestra.

a. Allegro con Grazia (*Symphonie Pathétique*). (6374-A) The graceful melody which forms the chief theme of this movement is written in 5-4 measure, which gives it a remarkable freedom of flow. This is repeated with a rapid counter-melody in contrary movement. The second section or trio is constructed on a pedal-point, this constantly recurring tone and the constant pulsing of the kettle-drum emphasizing the five-beat rhythm. The first section is repeated, and there is a short coda combining the themes of the two sections.

b. Adagio Lamentoso (*Symphonie Pathétique*). (6374-B) In all music there is probably no finer or more poignant expression of grief than in this greatest of Tschaikowsky's creations. The chief melody is made up of steadily descending phrases, each accent made more powerful by a suspension of the harmony. A noble and earnest second theme in the major builds up to a powerful climax. The main theme returns and is punctuated by uncanny remonstrances by the stopped horns. Solemn trombones suggest religious resignation, and the music sinks lower and becomes slower and slower until it dies out.

FOURTEENTH MEETING

Date..... Place.....

Claude Debussy (1862-1920)

This unique genius of the modern French school is considered the most distinctive composer of the present day. His unusual combinations of instrumental effects and his individualistic use of harmonies and tone coloring are representative of the new spirit in every musical country which demands that music be allowed to go as fancy desires. Most of his subject matter is drawn from nature, fairy-tales and myths. His chief compositions are piano pieces, songs, orchestral works, string quartets and the opera *Pélléas and Mélisande.*

A. SUGGESTED TOPICS FOR PAPERS

Biographical sketch.
Debussy's contribution to modern music.
The trend of modern music.

B. ILLUSTRATIONS

1. Song.

Beautiful Evening. (64934) Most of Debussy's songs depend for their effectiveness not on melodic beauty but on model variations and mood feelings. Notice here the constant shifting of keys; starting in F major, its second chord is that of E flat minor, its third is again F major and its fourth is A flat minor; this shifting, abrupt and without preparation, is responsible for the peculiar mood of the number. Notice also the use of counter-melodies in the orchestration.

2. Piano.

a. La Fille aux Cheveux de Lin. (64956)
b. Menestrels. (64956)
c. Golliwog's Cake-Walk. (64980) These three are tonal poems in the modern style, each portraying a distinct scene. The first two come from a collection of short preludes, the second from a suite written on childish themes and called "The Children's Corner." Much of the queerness in the effect which Debussy's music has for us is due to the fact that he writes in neither the major nor the minor mode, but uses a whole-tone scale as the basis for his melodic and harmonic structure: (play C-D-E-F sharp-G sharp-A sharp-C on the piano).

3. Local Illustrations.

FIFTEENTH MEEITNG

Date..... Place.....

Nikolay Andreyevitch Rimsky-Korsakoff (1844-1908)

Like most great composers, Rimsky-Korsakoff showed his musical talent at an early age. While he received every encouragement, yet his early training was so scattered and insufficient that he did not seriously consider a musical career until 1871. Then he accepted the chair of composition and orchestration at the conservatory in Petrograd, and from then on, due to a rigid self-training, he became a real master. His influence in spreading Russian art outside of Russia is second only to that of Tschaikowsky, and is constantly growing in importance. It was through the *Scheherazade* suite that he became recognized and now his operas are considered the best that have been written in Russia, while ranking among the great musico-dramatic works of all times. His genius is shown most fully in his dramatic music and in the free form of the symphonic poem where he follows Liszt to a certain extent. He chose his subjects almost entirely from Russian legend and history. *The Snow Maiden,* taken from Ostrovsky's *Snow Maiden,* and *The Golden Cockerel,* an expansion of the poem by Pushkin, are typical of this expression.

A. SUGGESTED TOPICS FOR PAPERS

The development of Russian music.
Biographical sketch.
The contemporaries of Rimsky-Korsakoff.
Characterization of his music.

B. ILLUSTRATIONS

1. Opera.

a. Hymn to the Sun. (6100-B) In the fairy opera *Le Coq d'Or,* the king Dodan has gone to aid his sons in a military campaign. A beautiful woman comes from a tent on the hillside, singing the *Hymn to the Sun;* the king falls in love with her and makes her his queen. The song has a strange, wailing, haunting quality, which is mainly due to its chromatic scales and unusual modulations. It is more frequently heard in the violin transcription than in the vocal arrangement.

b. Go to the Forest. (647-B) This song occurs as the prologue to the opera *Snegourotchka,* (*The Snow Maiden*), a dramatic phantasy based on an old folk-tale. It is sung by the Snow Maiden, daughter of old Winter and the fairy Spring, who is a beautiful maiden but cold and indifferent to her suitors. She finally falls in love with the merchant Misguir, but his first warm kiss melts her and she disappears from earth.

c. Song of the Shepherd Lehl. (647-A) This is a lovesong sung by the shepherd to the indifferent Snow Maiden. One hears the shepherd's pipes, the drum-beats of a rustic dance, the soughing of the wind through the cold forests of the north.

2. Orchestra.

a. The Young Prince and the Young Princess. (6246-B) The *Scheherazade* suite is descriptive program music, representing the wonderful tales by which the Sultana Scheh won the love of the Sultan Schahriar—a sketch of the romance, adventure and intrigue of far Eastern lands. This particular story is told in a charming, lyrical vein. The Princess is introduced in a dainty and graceful theme in the major, sung by the violins; sweeping runs for clarinet and later for flute give an Eastern atmosphere. The Prince enters with a contrasting theme of vigorous rigor, emphasized by the beating of the drums, and the two themes are interwoven through the rest of the movement.

b. Festival at Bagdad. (6246-A) A picture of the splendor of the oriental festival. In this movement, many of the themes used in the preceding sections of the suite are developed, and one can hear them constantly recurring and struggling with each other for supremacy in the hurly-burly of the festivities.

SIXTEENTH MEETING

Date..... Place.....

Richard Strauss (1864-)

In Richard Strauss we have represented the extreme opposite of Debussy. All of his music is programmatic and with his accurate knowledge of modern instruments he is able and willing to produce any ideas, whether they be pleasant or unpleasant. His favorite mode of expressions is through the tone poem, and he secures his effects by extremes in his orchestration. Like Wagner, Strauss makes the orchestra the center of his work. Among living composers he is one of the dominating figures. As to the value of his work in the history of music, it is too early to decide. However, his great symphonic poems, such as *Don Juan, Macbeth, Tod und Verklarung,* represent the best in the field of present-day program music. This elastic form gave him the opportunity for the display of his extreme and varied talent and feeling. His early songs rank with those of the best masters. *Salome* (1905), one of his first operas, and characteristic of his views, caused a sensation in the music world less because of the subject matter than because of the ugly instrumentation. *Der Rosenkavalier* (1911), which returned to the recognized standards, is his only successful opera as far as the public is concerned.

A. SUGGESTED TOPICS FOR PAPERS

Strauss' life and compositions.
Study of his introduction of new methods of orchestration.
Comparison with other modern composers.

B. ILLUSTRATIONS

1. **Songs.**

a. Morgen. (64339) The violin part in this song seems much more melodious than the voice part; after the entrance of the latter, the two solo voices seem to melt into the accompaniment, the three instruments being equally important in the development of the music. This is true of most of Strauss' songs, which are among the least obvious and most difficult of all songs.

b. Local illustrations.

2. Opera.

Salome's Dance. (6240-A and B) Most critics agree that in his later style Strauss went to an extreme in realism, sacrificing artistic sincerity in the pursuit of sensationalism. The opera *Salome* is almost morbid in its sensuality; after one performance at the Metropolitan, it was withdrawn practically on command of the Board of Directors. In the story, Herod, who desires his sinful step-daughter Salome, promises her that he will give her anything she wants if she will dance for him. She demands the head of the Prophet, on whom her wiles have had no effect, and dances the "Dance of the Seven Veils," casting off one veil after another as she dances. Musically, this dance is the highest spot in the opera; and in spite of its subject one cannot fail to recognize it as a powerful piece of descriptive music.

TERMS OF THE COURSE

The registration fee for the course, GREAT COMPOSERS, is $10.00 for which ten copies of the program will be supplied. Pratt's *History of Music* and Hamilton's *Outlines of Music History*, the two reference books necessary for the preparation of papers, will be loaned to each club for the duration of the course. Additional references will be furnished upon request whenever the material is available in the Extension Library.

The Extension Division has purchased a complete set of the Victor records used in the program which may be borrowed by clubs that are unable to procure them locally. All records will be carefully packed and sent by insured parcel post; the club borrowing them will be expected to see that they are properly packed and insured for the return trip. If a record is broken or damaged, the club will be held responsible.

THE LOAN OF MATERIAL

Books for this course will be loaned by the Extension Division upon the following terms; the club must first register and pay the required fee. Each club will be furnished with application blanks which must be filled out and mailed by the secretary at least two weeks before the material is to be used. Requests for books by return mail will receive attention, but no guarantee can be made that they will reach their destination in time to be of use. Books are to be returned two weeks from the date received, unless renewed by special request, in which case the time may be extended one week. In asking for renewal it is necessary to state the title of the book and the last date stamped in it. A fine of five cents a day will be charged on each package of material kept over the allotted time.

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Transportation charges both ways on all material are borne by the club. This includes postage, packing, and insuring.

All correspondence concerning this program should be addressed to

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VII. Community Music: Leadership for community sings. Formation of community choruses. Lectures on public school and community music. Piano and organ recitals and other music programs.

VIII. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

IX. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic, social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

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XII. Design and Improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Field representative available.

XIII. Educational Service and Research (the School of Education): Educational test and measurement supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

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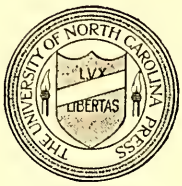

CONTEMPORARY AMERICAN LITERATURE

A Study of Fourteen Outstanding American Writers

BY PAUL GREEN
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and

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A PROGRAM FOR WOMEN'S CLUBS

ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

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FOREWORD

It is being taught now by critics in general that since 1900 a growing concerted movement in American literature has got under way. This movement is directed towards a fresh and unafraid exploration and expression of our life, our customs and our ideals. Before 1900 or thereabouts, the modernists tell us, most of the literature created on this side of the Atlantic was patterned after or largely controlled by English tradition; or else was stifling in the grip of puritanism or was enslaved to the processes and philosophy of local color or romantic inheritances. So it seems to some of us living in this age who once upon a time adored Tennyson and quoted his poetry to the valleys and the hills.

Judging by these more modern standards, Fenimore Cooper, for instance, might be called an Englishman living and writing in America. He, we are being told, was the child of Scott. And Emerson and the New England school, to enquire further, were suckled on the bottle of German transcendental morality and kept to school in Victorian sweetness and light. As for Bret Harte, Cable, James Lane Allen, Thomas Nelson Page, and all those who lived along with them—romance and the picturesque traits of narrow localities kept their pens a-working. True, there were a few native and original exceptions to this general condemnation. There were Hawthorne and Poe and the shouting boisterous Whitman. And latterly there was Mark Twain straining at his leash with Huck Finn, straining in vain, for he never freed himself from conformity to deadening creeds and uncritical and popular practices. To cover up his confusion and chagrin he let himself be labelled funny man. Along with Twain was Howells who talked the sun out about a more realistic world and method and then when the hour looked dangerous became worried and was seized with blank misgiving. His works, these twentieth century critics tell us, are set and signed with the seal of apostasy.

But all of these latter ones, whatever their failings as true American literary men, were pioneers towards what we seem now to be really beginning. Each hacked and cut himself a road to-

wards the present literary era. Whitman, of course as every schoolboy now knows, stands first among them as the real American pioneer in native letters.

Following in the way of this good grey poet came, in the latter part of the nineteenth century, some half-dozen young men who flourished gourdlike for a season with their own unchecked desires and blasphemy of the past. But the intoxication of too much and a too sudden freedom stampeded them down the hill into the sea. They wasted themselves to death. Of such were Stephen Crane, dead at twenty-nine, Frank Norris, dead at thirty-two, O'Henry at forty, David Graham Phillips, Jack London, and others. And finally there were Upton Sinclair and Theodore Dreiser, both made of sterner stuff and consequently still living. But Sinclair has taken on himself all the social woes of the world and is lost to art. Shut up at Pasadena, California, he sends out his continuous propaganda laments over the unhappy lot of man, seeing everywhere on the earth only the enslaved and the enslaver. Of them all, perhaps Theodore Dreiser has remained the most steadfast, the most tenacious and durable. He has gone singly and heavily upon his way, and he more than any other man is responsible for the naturalism which is the predominant trait of modern American literature. The loud and agile Mr. Mencken, the passionate O'Neill, the meticulous Sinclair Lewis, Sherwood Anderson, Edgar Lee Masters, Sandburg —all show the influence of Dreiser.

But with naturalism (which is to say frankness) now well upon its way, it is a mistake to think that the older tradition of reticence and clearly patterned order is lost. It is as much alive as ever but with a difference. Mark Twain, Howells, modern science, sex psychology, and the thousand and one things of modern practical efficiency have been incorporated and unified in the work of such writers as Edith Wharton, Robert Frost, Edwin Arlington Robinson, and even in that of the shy and cruel James Branch Cabell. They are trying to build the present securely on the past. Critics like Ludwig Lewisohn, Carl Van Doren, and Stuart P. Sherman are struggling night and day in the processes of choosing, eliminating, and unifying the diversities of the modernists and the closer followers of tradition.

Through all the welter of this seeming confusion there are certain generally stated principles which might be quoted as indicative of the nature of contemporary American literature and upon which most of the writers chosen in this bulletin agree: "A sincere record of our actual world." "Frankness not prudery." "Truth to fact." "An inclusive record of man, the story of his frailties as well as his accomplishments." "The mental actions of man are as important as the physical." "Any phase of man's life is material for art"—and so on.

The reader may not agree to our choice of the most important writers in America today. But whether he agrees or not we hope he will defer judgment at least until he has enquired into the facts of the case, until he has read enough of the subject under dispute to be able to speak with some authority. The writers of this bulletin themselves were not able to agree in one case. One was strongly in favor of leaving Hergesheimer out, feeling that his over-use of the decorative and his flair for fine writing put him in the class of the second-rate. Carl Sandburg, Vachel Lindsay, Carl Van Doren, Ludwig Lewisohn, Brander Matthews, and William Lyon Phelps were decided upon in what we believed to be the order of their importance. We are of the opinion that they are not among the most important American writers—at least not so important as the fourteen included here for study.

We hope the student will take the suggestions of this course for what they are intended to be—helps towards an understanding of these different writers—and that he will keep at the matter until he has arrived at his own honest conclusion. For he will find the doctors disagreeing in many ways. In the case of Theodore Dreiser, for example, Mr. Mencken and Mr. Sherman are so violent in their difference as to be confusing. Obviously, the student can have no part in the argument until he has read, say, *Jennie Gerhardt.*

A WORD OF EXPLANATION

Only fourteen lessons have been outlined. In case any club wishes to devote more time to the course some of the writers may be gone into more intensively. For example, the short stories of some of the novelists may be studied, Eugene O'Neill may have an additional meeting devoted to his short plays or Sherwood Anderson's novels may be studied separately.

A more or less uniform plan has been carried out in apportioning to different students at each meeting a distinct phase of the life or work of the writer under consideration. Three papers have been planned. In the references the particular paper to which each article pertains has been indicated, in parentheses. Where a reference is numbered (1, 2, 3) it contains material on all three papers. *In sending out the material for the course, the Extension Division can not furnish to each club every one of the long list of books and articles.* An unusually large number of such references are given in the hope that the local library will be found to contain some of the material which will be helpful.

FIRST MEETING

Date..... Place.....

Topic: Edith Wharton

Untouched by the more revolutionary tendencies in American fiction, Mrs. Wharton stands as a link to the past, continuing in her brilliant and dignified style the continental tradition of Howells and James. Yet even when she writes of the past, as in *The Age of Innocence,* the struggle of the individual with the taboos of his society is presented without partisanship, with sincerity, realism, and penetrating satire which characterizes the viewpoint of much of the modern school in America.

First Paper: *By*.....

Subject: **A Biographical Study of Edith Wharton.**

a. Ancestry, place in New York Society.

b. Education abroad, contacts with older writers, marriage.

c. First publications, recognition. Later novels, essays, short stories, poems.

d. Work during the war.

1. War charities in France.
2. War books.

e. Latest writings, novels, essays, long short stories such as the series, *Old New York.*

f. Recognition.

1. Among other honors, honorary degree from Yale, 1924.
2. First woman to win the medal of the National Institute of of Arts and Letters, 1924. (See announcement of D. Appleton and Company.)

Second Paper: *By*.....

Subject: **The Works of Edith Wharton.**

a. Continental tradition in—

1. Style.
2. Subject matter and backgrounds.
3. View of the power of social custom.

b. Philosophical content of her novels. Struggle of the individual with society.

1. Consider in detail New York novels—*The House of Mirth, The Custom of the Country, The Old Maid* as most important. Notice the satire aimed at the system. Does she take sides with society or the individual member of it?

c. Two novels of different subject matter, *Summer* and *Ethan Frome.* Consider the latter particularly, by many thought to be her greatest work. Notice the form, really a long short story.

d. The characterization. Do her women surpass her men?

e. Her achievement in the short story. Read those in her volume, *Xingu.* Consider the titular piece as an extreme example of her satire.

f. Sketch briefly her work in the essay, war books, verse. (See files of *Scribner's Magazine* for verse and essays.)

THIRD PAPER: *By*.....

Subject: **"The Age of Innocence."**

(This book, considered her best long novel, won the 1920 Pulitzer prize over Sinclair Lewis's popular *Main Street.*)

a. The background of the story, New York in the seventies. The significance of the title.

b. Plot. Note the dramatic unification of the closely knit action and compare Lewis's *Main Street* in this connection. Do the characters act freely or are the circumstances which snare them illusions created by the author? Is the final scene convincing? Compare the plot of *The Old Maid.*

c. Characters. Note the dramatic tension of such scenes as the farewell party for Countess Oleska.

e. Economy of means. Clear description. Satire. (Any real humor?)

f. The place of this novel in contemporary American literature.

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Xingu, and Other Stories.
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Overton, *American Nights Entertainment,* pp. 345-362. (1, 2, 3)
Cargoes for Crusoes, pp. 304-313. (2, 3)
Also *Authors of the Day.*

Collins, *Taking the Literary Pulse*, pp. 48-55. (1, 2, 3)
Gerould, *Booklet on Edith Wharton.* (1, 2, 3)
Lovett, *Edith Wharton.* (1, 2, 3)
Sedgwick, *The New American Type*, pp. 53-96. (2)
Follett, *Some Modern Novelists*, pp. 291-311. (2, 3)
Cooper, *Some American Story Tellers.* (2)
Garnett, *Friday Nights.* (1, 2, 3)
Williams, *Our Short Story Writers*, pp. 337-357. (2)
O'Brien, *The Advance of the American Short Story*, pp. 202-205. (2)
Overton, *The Women Who Make Our Novels.* (1)
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The Dial, 68:80-91, 1920. (2)
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24:301. (3)
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New York Times Book Review Section, May 18, 1924. (2)
The Quarterly Review, January, 1915. (2)
For decoration by the French government see *The New York Times*, April 5 and April 8, 1916, also pages 462 and 463 of *American Women and the World War*, by Ida C. Clarke.

SECOND MEETING

Date..... Place.....

Topic: Theodore Dreiser

Dreiser stands as one of the sturdiest, heaviest and most significant figures in contemporary American literature. (Cf. Foreword.) A philosopher of sorts, believing in the ultimate extinction of the human race, unable to see any final purpose in existence, adhering to the doctrine of ceaseless change, and declaring that man at best is but a puny creature set amid mysterious and terrifying powers—he chooses the characters for his novels and stories almost at random. One person is as good as another, he says forlornly, for all have their hopes and disasters, and that's enough for the artist. And yet, as pitiable as he conceives man to be, few writers love and sympathize with their subjects as Dreiser does. Of all the forces that motivate humanity in its tragic and beautiful groping, he declares sex to be the most powerful. It is true that many of his works are the records of a devastating and almost animal passion. In *Jennie Gerhardt,* though, there is much, much else.

FIRST PAPER: *By*.....

***Subject:* A Biographical Study of Theodore Dreiser.**

a. Family background, boyhood, education.
b. Early occupations, training and work as a journalist.
c. His early efforts at writing. (First story published in *Ainslee's.*)
d. Dreiser as editor of different magazines, including *The Delineator.*
e. Work in a publishing house, editing and rewriting dime-novels.
f. The writing of his first novel, *Sister Carrie.* Its reception.
g. The publication of *Jennie Gerhardt, The Titan, The Genius,* etc.
h. Some of the facts relating to the suppression of *The Genius.*
i. Dreiser's slowly developed views of man's place in the world. (See *A Book About Myself.*)

SECOND PAPER: *By*.....

***Subject:* A General Survey of Dreiser's Work.**

a. As a Novelist:
  1. Is there a likeness of theme in most of his novels?

2. Contrast *The Genius* and *The Titan* as to theme and leading characters.
3. Give some of the reasons for the ponderousness of his novels.
4. Name some of the fundamental assumptions about life and man made in his work.
5. Can you distinguish a distinct point of view?
6. Is Stuart Sherman's accusation of animalism justified?
7. Contrast Mencken's view of Dreiser (*Prefaces*, pp. 135-138) with that of Sherman (*On Contemporary Literature*, pp. 85-101).

b. As a Short Story Writer (*Free and Other Stories*):

1. Notice the typically Dreiserian manner and background in *Nigger Jeff*.
2. Study carefully *The Lost Phoebe*. Notice how logically it is built upon the mistaken sight of the dead old woman. Does the story weaken with the end and was the end foreseen too long before it came?
3. Notice the variety of background and characters in his stories, testifying to the wide experience of the author.

c. As a Dramatist (*Plays of the Natural and Supernatural*):

1. Notice the influence of movie methods in the construction of these plays.
2. Study *The Girl in the Coffin*.

d. As a Critic (See "Hey, Rub-a-dub-dub," article in *The Nation*).

THIRD PAPER: *By*.....

***Subject:* "Jennie Gerhardt."**

"The virtue of such a book as *Jennie Gerhardt*," says Mr. Mencken, "does not lie in the fact that it is accurate and life-like as representation; it lies in the fact that, in some way that is hard to analyze, Dreiser manages to make us see the world through Jennie's eyes, and so gives us an understanding of her pitiful tragedy. Superficially, she is simply a girl of loose morals, living in contempt of the Mann Act. But actually, in Dreiser's skillful hands, she becomes a representative of the agony of all womankind."

a. Study the background and surroundings out of which the story takes its rise:

1. Columbus, Ohio, in 1880.
2. The poverty of the Gerhardt family, children, situation.
3. The character of Mrs. Gerhardt contrasted with that of Old Gerhardt.
4. The coming of Senator Brander.

b. Jennie as she was at this time, an impressionable, warm-hearted girl.

c. Does Dreiser's account of the affair between Jennie and Senator Brander smack of the immoral?

d. What is your opinion of Gerhardt's actions upon hearing of Brander's death and Jennie's disgrace?

e. The movement to Cleveland, and the meeting with Lester Kane.

f. Does the love-making of Kane represent a break-down in Dreiser's handling of the story?

g. Contrast the character of Mrs. Gerald with Jennie. Which is the more suitable as a wife for Kane?

h. Study the final scene where Jennie watches the train bear away Kane's body.

i. Is the misfortune that attends Jennie to be called just or unjust?

j. Can the novel be thought of as an immoral book?

k. What faults do you find in the construction of this tale? Is it long-winded, dull, lacking in any touches of humor?

l. Out of all the ignorance, poverty, and helplessness that belong to Jennie can you say that there is something of greatness remaining to her?

m. Does Jennie gain in nobility and gentleness of character because of her misfortunes?

n. Is Dreiser justified in speaking of her as a "big woman"?

REFERENCES

Dreiser, *Jennie Gerhardt.*
Free and Other Stories.
Plays of the Natural and Supernatural.
Other important books are *The Genius, A Book About Myself, An American Tragedy.* (The student, of course, can hardly be expected to read all of these. But then there are some who may wish to study Dreiser further.)

Van Doren, *Contemporary American Novelists,* pp. 74-83. (2)
Boyd, Ernest, *Portraits Real and Imaginary,* pp. 168-170. (2)
Boynton, *Some Contemporary Americans,* pp. 126-144. (1, 2)
Frank, *Our America.* (1, 2, 3)
Harris, Frank, *Contemporary Portraits* (Second Series), pp. 81-106. (1, 2)
Garnett, *Friday Nights.* (2, 3)
Baldwin, *The Men Who Make Our Novels,* pp. 141-153. (1, 2, 3)

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Mencken, *A Book of Prefaces,* pp. 67-148. (1, 2, 3)
Bechhofer, *The Literary Renaissance in America,* pp. 91-99. (2)
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The Dial, June 14, 1917, pp. 507-509.
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The Bookman, March, 1921.

THIRD MEETING

Date..... Place.....

Topic: James Branch Cabell

Cabell may be designated as a wistful mocker at the spectacle of life in our American democracy. Our western civilization with its emphasis upon materialism, as he sees it, has driven him to create for his elusive and delicate spirit a medieval and romantic world wherein he has hid himself. From that land of fancy, which he has labeled Poictesme, he sends out his thinly-veiled figures of satire and sardonic humor—all ironically laughing away the foibles and common loyalties of men. In a beautiful style he writes beautifully of desire, of chivalrous love, of high deeds, and finally and most significantly of complete disillusion. The non-moral, over-wise Jurgen fleeing from Dame Lissa to an earlier and more beautiful love, and then later in sheer weariness back to the Dame again is none other than Mr. Cabell himself in the business of imaginative adventuring.

FIRST PAPER: *By*.....

***Subject:* A Biographical Study of James Branch Cabell.**

a. Birth and education in Virginia.
b. Cavalier background.
c. Voluminous writings, from *The Eagle's Shadow* in 1904 to *Straws and Prayerbooks,* 1925.
d. Newspaper work.
Magazine writer, short stories, translations, essays, papers on biographical and historical subjects, and as editor of *The Reviewer.*
e. Interest in genealogy.
f. Research work in America, France, Ireland, and England.
g. Writer of verse.
h. The suppression of *Jurgen* and the consequent rapid growth of Mr. Cabell's fame.
i. Mr. Cabell at home at Dumbarton Grange, near Richmond, Va.

SECOND PAPER: *By*.....

***Subject:* A General Consideration of Cabell's Writings.**

a. The romantic style in which all his works are written.
b. Imagination, poetry of his expression.
c. Irony and pity of existence. The uselessness of living.
d. Affiliation with the Irish spirit of faery and magic.
e. Consider the essential identity of idea and of leading characters in most of Cabell's work—Jurgen in *Jurgen,* Manuel in *Figures of Earth,* John Charteris in *Beyond Life*—all with essentially the same viewpoint about life and about love.
f. What is the Cabellian philosophy as expounded in *Straws and Prayerbooks?* (On page 25 he says, for instance, "The literary artist plays: and the sole end of his endeavor is to divert himself." Again, "Man is, they say, the only animal that has reason; and so he must have also, if he is to stay sane, diversions to prevent his using it."—and so on.)
g. Cabell as a short story writer (*The One Certain Hour*).
h. In what way can Cabell be classed as a writer in the modern American spirit?

THIRD PAPER: *By*.....

***Subject:* "Jurgen."**

a. What is the theme of this novel?
b. Give a synopsis of the tale.
c. How would you describe the character of the pawnbroker Jurgen?
    1. Has he the power of real emotion?
    2. Is he essentially a mocker?
    3. Is he capable of pity, of real love and sympathy?
    4. Can he be thought of as more human than puppet?
d. Discuss the land of Poictesme in relation to the real world in which Mr. Cabell lives.
e. Will the following statement apply to Jurgen, and if so, why?—"Jurgen, the hero in the romance of that name, may be taken to mean a personification of the modern scientific spirit which has grown so bold as to attempt the exploration of man's every creation, even the most sacred and beautiful of his endeavors. He rises from a pawnbroker to be a duke, then a prince, a king, emperor, and pope, and finally becomes God and is none other than the symbol of the modern enquiring intelligence, and just as Jurgen remains unhappy and returns empty-handed to his commonplace wife, so must we all turn from our dreams wherein we have been able to snatch something of release from a distressful world. And as Jurgen waits for the only certain peace—the grave—so do we."

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Boyd, *Portraits Real and Imaginary,* pp. 171-174. (1)
Walpole, *The Art of James Branch Cabell.* (1, 2, 3)
Colton, *Our Short Story Writers,* pp. 20-40. (2)
O'Brien, *The Advance of the American Short Story,* pp. 239-240. (2)
Williams, *Our Short Story Writers,* pp. 22-40. (2)
Van Doren, *James Branch Cabell.* (1, 2, 3)
Contemporary American Novelists, pp. 104-113. (2, 3)
Farrar, *The Literary Spotlight,* pp. 175-184. (1, 2, 3)
Bechhofer, *The Literary Renaissance of America,* pp. 42-56. (1, 2, 3)
Baldwin, *The Men Who Make Our Novels,* pp. 71-73. (1, 2, 3)
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New Republic, 26: 187-189. (1, 2, 3)
The Bookman, 52:200-206. (1, 2, 3)
The Nation, 115:613-614. (2, 3)
The Reviewer, 3:907-914, July, 1923. (1, 2, 3)
October, 1924. (2)
The New York Times, Book Review Section, March 29, 1925. (2, 3)

FOURTH MEETING

Date..... Place.....

Topic: Sinclair Lewis

Mr. Lewis, along with Edgar Lee Masters, is a leader in what Carl Van Doren terms "the revolt from the village", its dullness, stagnation, self-content. In his use of satire Lewis is open to the accusation that he does not always present a complete picture, but on the whole his studies are true.

FIRST PAPER: *By*.....

Subject: **The Life and Early Works of Sinclair Lewis.**

a. Boyhood in a small town.
b. Yale career. Journalism in New York and San Francisco.
c. *Our Mr. Wrenn.* Gentle satire, suggestions of critical powers.
d. *The Trail of the Hawk.* Compare Lewis's own career with that of Carl Ericson. Mr. Lewis here reveals some of his enthusiasms, as well as his dislikes.
e. *The Job.*
f. *Free Air.*

SECOND PAPER: *By*.....

Subject: **"Main Street" and "Babbitt."**

a. Settings.
b. Action. These books may be termed life chronicles. How does Lewis's handling of plot differ from Mrs. Wharton's? What do you think of the length of the books?
c. Characters. Note the portrayal of character through dialogue. Note the effect of environment upon individual development. Compare Mrs. Wharton's attitude to society as shown through her characters. Consider particularly Carol and Babbitt.
d. Treatment. Objective view. Satire sometimes bordering on burlesque, especially in *Babbitt.* Detailed observation. Pessimistic outlook. Compare *The Spoon River Anthology* and Masters' view of life.
e. Popularity of these two books. What does it indicate on the part of the public? Notice how *Main Street* and *Babbitt* have become common bywords.

THIRD PAPER: *By*.....

Subject: **"Arrowsmith."**

a. Artistically is this novel a step forward? How does the idea of the book differ from those embodied in *Babbitt* and *Main Street?* Is the view of life more pessimistic or less so?

b. Treatment. Is Lewis fair to the medical profession? Does he generalize his indictment into propaganda? Note the good as well as the bad doctors. Where does his satire descend to burlesque?

c. Discuss the plot. Note the constant enlarging of the scene, the action mounting as Arrowsmith's character grows. Does the death of Leora appear as tragic inevitability?

d. Characters—Arrowsmith, Leora, Gottlieb, in particular. Notice how in one speech Babbitt is resurrected for us.

e. What is your opinion of the book? Its place in contemporary literature?

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Main Street and *Babbitt.*
Our Mr. Wrenn.
Sherman, *Points of View,* pp. 189-217. (1, 2)
Baldwin, *The Men Who Make Our Novels,* pp. 321-334. (1, 2, 3)
Bechhofer, *The Literary Renaissance in America,* pp. 105-113. (1, 2)
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The New York Times Book Review, March 8, 1925. (3)
The Century, 109:845-846. 1925. (3)
The Reviewer, 5, April, 1925. (3)
Books, March 19, 1925. (3)

FIFTH MEETING

Date..... Place.....

Topic: Willa Cather

With the exception of Mrs. Wharton, Willa Cather is perhaps America's leading woman novelist. Of her, Carl Van Doren says, "Something of the large tolerance which she must have felt in Whitman . . . . . breathes in all her work. Like him she has tasted the savor of abounding health; like him she has exulted in the sense of vast distances, the rapture of the green earth rolling through space, the consciousness of past and future striking hands in the radiant present; like him she enjoys powerful uneducated persons both as a means to a higher type and as ends honorable in themselves. At the same time she does not let herself run on in the ungirt dithyrambs of Whitman or into his followers' glorification of sheer bulk and impetus. Taste and intelligence hold her passion in hand . . . and she has the strength to look past casual surfaces to the passionate center of her characters."

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Willa Cather.**

a. Her birth and childhood in Virginia and moving west to Nebraska.

b. Her background in the West, new country and foreign settlers.

c. Education and newspaper experiences on the staff of *The Pittsburgh Daily Leader,* and later assistant editor of *McClure's Magazine.*

d. Her early work as a poet (*April Twilight*).

e. Her Early Stories (*The Troll Garden*).

f. Her first novels (*O Pioneers,* 1913, and *The Song of the Lark,* 1915).

g. Her preöccupation with subjects from peasant life and from the circles of artists.

h. Her interest in music.

i. Her later poetry and stories.

j. Growing recognition for her work as early as 1916.

SECOND PAPER: *By*.....

Subject: **Willa Cather As Novelist.**

a. Discuss the influence on her of Miss Jewett as given by Van Doren in *Contemporary American Novelists.*

b. What are some of the marked characteristics of her growth as shown in the three novels, *O Pioneers, The Song of the Lark,* and *My Antonia?*

c. In what do *One of Ours* and *A Lost Lady* show a falling-off from Miss Cather's earlier powers and what answer could be given?

d. In which does she excel—character, atmosphere, or story-telling?

e. Compare Marie Tovesky *(O Pioneers),* Thea Kronborg *(The Song of the Lark),* and Antonia Shimerda *(My Antonia).*

THIRD PAPER: *By*.....

Subject: **"My Antonia" (An-ton-ee-ah)**

a. What object does the introduction serve?

b. The situation of the Shimerda family as the story begins.

c. The gradual evolving of Antonia into the center of interest.

d. The echoes of the Old World as contrasted with the New in the relation of the Bohemian family and the Burdens.

1. Mrs. Shimerda as contrasted with Mrs. Burden.
2. Mr. Shimerda and Mr. Burden.

e. The place of the Nebraska landscape against which these lives are painted.

f. The essentially poetic and vibrant nature of Antonia in the grip of adverse circumstances.

g. Her life in town as compared with her life on the farm.

h. Her love affair with a cheap seducer and consequent marriage to a dull, plodding farmer.

i. Does Miss Cather in the end preach the compensation of domesticity for unfulfilled dreams?

j. Could the story of Antonia be called tragic?

k. What elements in this story are such as to cause critics to rank Miss Cather so high among contemporary American novelists?

REFERENCES

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Van Doren, *Contemporary American Novelists,* pp. 113-122. (1, 2, 3)
Overton, *The Women Who Make Our Novels,* pp. 254-266. (1, 2, 3)

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Boynton, *Some Contemporary Americans,* pp. 162-177. (1, 2, 3)
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Current Opinion, 75:51, 1923. (1, 2, 3)
The Literary Digest, 77:30, 1923. (1, 2, 3)
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The Bookman, 53:212-216, 1921. (1, 2, 3)
The North American, 219:641. (1, 2, 3)
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SIXTH MEETING

Date..... Place.....

Topic: Joseph Hergesheimer

According to Van Doren, Joseph Hergesheimer stands "in a middle ground between the unrelieved realism of the newer school of American fiction and the genteel moralism of the older". He has not burdened himself with improving the world, but in describing the "emotions of existence". And his strongest emotions are linked with his sense of beauty; they manifest themselves in a taste for the decorative leading him to seek out localities and times where the things which please the senses may be found in their most beautiful form. He is at home in many places, and has recreated the past with a verisimilitude rarely achieved by the avowed "historical" novelist.

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Joseph Hergesheimer.**

a. Birth in Philadelphia, of Scotch Presbyterian family.
b. Delicate childhood. Influence of the genteel and crampedly religious atmosphere.
c. Education and desultory study of art. Notice his sense of color and form which led him to attempt painting.
d. Inheritance of money. Marriage. Life in Italy.
e. Period of apprenticeship—fourteen years of writing before acceptance came.
f. His successful work—novels, short stories, critical and autobiographical work.
g. Travels and life at home.
h. The personality of Hergesheimer.

SECOND PAPER: *By*.....

Subject: **The Work of Hergesheimer.**

a. The central idea of his novels. Discuss his statement, "The story at bottom is nearly always the same—a struggle between what is called the spirit and what is called the flesh—the spirit is victorious." Illustrate from *The Lay Anthony, Linda Condon,* and *Cytherea.*

b. The background of his novels. Notice the different places and times depicted, the various industrial ages in America. Is his rendering of bygone lives and times successful?

c. The ornamentation of his work. Love of beautiful fabrics, odors, things which appeal to the senses and can be described in words in themselves beautiful.

d. The characters. Study especially the women. Discuss Linda Condon.

e. Style:

1. His excellencies.
2. His faults.

f. Hergesheimer's views of writing (especially in *San Cristobal de la Habana*), and an estimate of his place in American letters.

THIRD PAPER: *By*.....

Subject: **"Java Head."**

a. The setting. Compare Hergesheimer's portrayal of Old Salem with Edith Wharton's *Old New York.* Notice Hergesheimer's treatment of sea life and his sense of the romance of past commercial venturings, the changing type of ships and the men who sail them.

b. The action. Notice how the different characters are used to give varying aspects of Gerrit's problem. How does Hergesheimer build up suspense before Gerrit's arrival? What do you think of the happy ending of the story? Of the shifting to Brevard's story at the end?

c. The characters. Are they lifelike and strongly differentiated? What of the women? Taou Yuen? Is she real, under her beautifully ornamented exterior? Does the author succeed in portraying the Oriental mind? Discuss Gerrit, his father, and Nettie.

d. The style. This story offered abundant opportunity for color—quaint Salem and the exotic Orient, the free life of the sea, and the half-insane visions of the opium-haunted—and Hergesheimer here carried his delight in ornamentation to its extreme. Does he pay too much attention to the surface of life, the things of beauty—clothes, furniture, odors?

e. Does this story illustrate Hergesheimer's definition of beauty?—"Beauty is the quality of a courageous purpose maintained against the hopeless and transitory aspects of life and death."

REFERENCES

Hergesheimer, *Java Head.*
Linda Condon.
Van Doren, *Contemporary American Novelists,* pp. 122-131. (2, 3)

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Boyd, *Portraits, Real and Imaginary,* pp. 179-182. (1)
Farrar, *The Literary Spotlight,* pp. 287-294. (1)
Bechhofer, *The Literary Renaissance in America,* pp. 56-65. (1, 2, 3)
Williams, *Our Short Story Writers,* pp. 223-236. (1, 2)
O'Brien, *The Advance of the American Short Story,* pp. 223-224. (2)
Garnett, *Friday Nights.* (1, 2, 3)
Jones, *Hergesheimer, the Man and His Books.* (1, 2, 3)
Follett, *Joseph Hergesheimer.* (1, 2, 3)
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Mais, *Some Modern Authors.* (1, 2, 3)
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49:54, 370, 1919. (2, 3)
50:267-. 1919. (2, 3)
55:247-251. 1922. (2, 3)
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The New Republic, 18:123-. 1919.
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The Reviewer, 2:283-285. 1922. (2)
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SEVENTH MEETING

Date..... Place.....

Topic: Sherwood Anderson

"The thing to learn is to know what people are thinking about, not what they say". This quotation from "The Teacher" in *Winesburg, Ohio,* is an excellent statement of Anderson's literary creed. In novel, short story and poem he symbolizes the thoughts of his characters by actions which may seem grotesque unless we recognize them as symbols of a mental state. Almost overwhelmed before the repression and spiritual dullness of American small-town life, he expresses like Masters his disgust, with this difference—whereas Masters uses irony in his treatment of the actualities, Anderson shows the depth, the possibilities for poetry in the most degraded character. The short story seems to be the medium best adapted to his particular genius, though he has written some distinguished novels, poetry and critical essays.

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Sherwood Anderson.**

a. Parents, birth in an Ohio village.
b. Youth. Poverty and hard work, little education.
c. Experiences as a laborer and a soldier in the United States Army.
d. Success as a business man.
e. He began to write novels to escape from the dullness of his life.
f. Experiments in poetry and short story writing.
g. Recognition.
  1. *Winesburg, Ohio,* first volume to win much attention.
  2. *The Triumph of an Egg* and *Horses and Men,* his best collections.
  3. Varying opinions of *Many Marriages.*
     (Note that Sherwood Anderson has never had a wide popular appeal).
h. *A Story Teller's Story.* Read some of his statements concerning himself, his life and literary philosophy.
i. The personality of Sherwood Anderson.

SECOND PAPER: *By*.....

Subject: **The Novels and Poems of Sherwood Anderson.**

a. Influences on his work.
   1. Tchekov and the Russian naturalists.
   2. Modern psychology, Freud and the emphasis on the subconscious, sex.
   3. Expressionism. (See Untermeyer's *American Poetry Since 1900,* pp. 333-334.)

b. The early novels were naturalistic, employed the "formula of revolt", showed the world chaotic, the lack of a goal to march upon. *Poor White* is similar. Discuss it, and *Windy McPherson's Son* and *Marching Men.* Note the treatment of organized labor in the last named.

c. Poetry. Read in the Monroe-Henderson collection *Song of Industrial America, Chicago, Evening Song, A Visit.* Compare the theme and the manner of handling it in *Spring Song* with the theme and manner of *Many Marriages,* the novel.

d. Most flagrant faults—
   1. Lack of self-criticism.
   2. Over-intoxication with words.
   3. Lack of humor.

e. An estimate of Anderson's place in American literature. (Note: the short stories are consider his best works. Give a rapid summary of his work in this field.)

THIRD PAPER: *By*.....

Subject: **"Winesburg, Ohio."**

a. The plan of the book—the story of George is the unifying theme. Compare with the theme of his novels—the struggle after some revelation of meaning in the world.

b. The background of the book. Compare the town "Winesburg" to Masters' "Spoon River" and Robinson's "Tilbury Town". The newspaper reporter who is the chief character comes into contact with all sides of life in the village. The town itself becomes a protagonist, crushing in one way or another the desires of its inhabitants.

c. The lives of the characters. Note these and other aspects depicted—
   1. Grotesque—Doctor Reefy, Jesse and Louise Bentley.
   2. Humorous—Joe Welling.
   3. Pitifulness of thwarted existences—Elizabeth Willard, Kate Swift, Wing Biddlebaum.
   4. Uncertainty—Ray Pearson.

5. Sex-obsession—The Reverend Curtis Hartman is the most extreme.

d. Notice how the actions symbolize the mental struggle in many cases.

e. Style—

1. Words simple and homely but sometimes ill chosen.
2. The expression often poetic.
3. Intensity and sharpness of his impressions.

f. The meaning, the purpose of the book.

REFERENCES

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28:283-. 1921. (2)
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118:510-. 1924. (2, 3)

EIGHTH MEETING

Date..... Place.....

Topic: Eugene O'Neill

His plays now being recognized at home and abroad as products of a tremendously original and powerful mind, Eugene O'Neill is the one outstanding playwright in this country. His reputation has been built up in an extraordinarily short time, and with every new play he exhibits a freshness and originality in form and content. He has remained independent of the conventions of the commercial producers, and yet has found a hearing for every one of his plays. His continual experimenting, made possible through his connection with the Provincetown Players, has brought forth a few failures. On the other hand, it has stimulated his imagination to the production of such remarkable works as *The Emperor Jones, The Hairy Ape,* and *Desire Under the Elms.*

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Eugene O'Neill.**

a. Inheritance from the theatre. His father, James O'Neill, the actor.

b. Early life, education, various attempts in business.

c. Gathering material for his later career as a writer.

1. Sea life.
2. His experience as a tuberculosis patient, used in *The Straw.*

d. First plays—

1. *Thirst* and *The Moon of the Caribbees.*
2. Production at Provincetown and in New York.
3. *Beyond the Horizon,* a literary event. Production at special matinees, success, the Pulitzer Prize.

e. Early promise being fulfilled.

1. Rapid summary of his later plays.
2. Honors, translation into foreign languages, and European production.
3. Experiments in production at the Provincetown Playhouse in New York.

f. The personality of O'Neill.

SECOND PAPER: *By*.....

Subject: **The Work of Eugene O'Neill.**

a. One-act plays in *Thirst* and *The Moon of the Caribbees.* His best are "In the Zone", "Ile", "Bound East for Cardiff", in *The Moon of the Caribbees.*
   1. Largely concerned with the sea, tragic.
   2. No particular originality of form.
   3. Note characterization in these plays.

b. *Beyond the Horizon.*
   Discuss the play and compare Edith Wharton's *Ethan Frome.*

c. His less successful plays, *The Straw, The First Man, Different, Gold, Welded.* The causes of their failure.

d. *The Emperor Jones.* Compare *Beyond the Horizon.*
   1. Any development in his genius?
   2. Describe the production, scene effects, etc.
   3. Note the unusual monologue form.

e. Review briefly *Anna Christie* and *Desire under the Elms.*

f. Some of the distinguishing characteristics of his works—Use of native material, imagination, fearlessness, dramatic sense, style.

g. The place of Eugene O'Neill in American drama.

THIRD PAPER: *By*.....

Subject: **"The Hairy Ape."**

a. The action.

b. The idea, the significance of the play.

c. The form—
   1. Many scenes. Discuss the staging.
   2. Soliloquies.
   3. Expressionistic scenes such as that on Fifth Avenue.

d. Study the character of Yank.

e. Note the reception of this play, the translations, and foreign productions.

f. Significance as indicative of the trend of O'Neill's work towards expressionism. (See Untermeyer's *American Poetry since 1900,* pp. 333-334.)

REFERENCES

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(His one-act plays are found in numerous anthologies.)
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3:582-586. 1922. (3)
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NINTH MEETING

Date..... Place.....

Topic: Edgar Lee Masters

Though he has written numerous and lengthy collections of poetry, Edgar Lee Masters is a one-book author. Nothing he has written before or since *The Spoon River Anthology* has approached it in sincerity, insight, and economy of means used to convey the impressions. Written at the height of the free verse vogue, *Spoon River* created a stir in the literary world, called forth much imitation, and was widely read by those not accustomed to interest themselves in poetry. Through the tragic voices of the dead, the telling of individual stories, the entire village is reconstructed in the imagination. The cramping degenerating influence of small town life is viewed often with bitterness. At the same time Masters is not unforgetful of the robust, the free, the spiritually beautiful.

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Edgar Lee Masters.**

a. Pioneer ancestors, birth in a western town.
b. Education. Journalistic experiences.
c. Study of the law. Marriage.
(Note how his law practice gave him opportunity to gather material.)
d. Early poetry, plays.
e. *The Spoon River Anthology.* Publication and reception.
f. Later poetry.
g. Novels.
h. The personality of Masters.

SECOND PAPER: *By*.....

Subject: **The Work of Edgar Lee Masters.**

a. Early writings—
1. Hackneyed phrase and form (give examples).
2. Immense volume of work.
3. Various experiments, blank verse plays, poetry in many forms, political essays, etc.

b. First experiments in free verse.
  1. Influence of Miss Monroe's magazine, *Poetry.*
  2. William Marion Reedy, his advice. Publication of *Spoon River* in *Reedy's Mirror.*
  3. The reception of *Spoon River* in book form.

c. Compare the new form with his previous work.

d. The success of *Spoon River* encouraged Masters to publish much that is inferior, though there is some poetry of real distinction.
  1. *Songs and Satires,* largely a collection of early verse. Read "Silence", one of the best in the book.
  2. *The Great Valley.* Read "Slip-Shoe Lovey".
  3. *Toward the Gulf.* Read "My Light with Yours" and "Christmas at Indian Point."
  4. *The Domesday Book.* Notice the length, lack of selection.
  5. *The New Spoon River.* Compare with *Spoon River.*

e. Faults in Masters' poetry. Lack of discrimination, superficiality of scientific interests, sex obsession, lack of originality in the treatment of classical subjects.

f. The novels. Consider especially *Mitch Miller* and *Children of the Market Place.*

(NOTE: *Most of the poems selected for study are contained in the Monroe-Henderson collection listed in the References. Substitutions may be made where other volumes are obtainable.*)

THIRD PAPER: *By*.....

Subject: **"The Spoon River Anthology."**

a. Form.
  1. Not a new invention. Compare the *Greek Anthology.*
  2. The brevity of the epitaph form prevents prolixity, one of Masters' worst faults.
  3. Monologues allow for various ironic contrasts, as in "Editor Whedon" and "Daisy Fraser", and in the paired characters.

b. Language.
  1. Simple diction suited to free verse form.
  2. The monologue aids characterization. Notice the names.

e. Criticism of the small town life.
  1. The degeneration from the pioneer stock "Aaron Hatfield", "Rutherford McDowell", "Lucinda Matlock".
  2. Pettiness of rivalries. "Thomas Rhodes", "Editor Whedon".
  3. Narrowness of religious, artistic and literary views. "Seth Compton", "Thomas Rhodes".
  4. Bitterness of some lives. "Henry C. Calhoun", "Mollie McGee".

d. Ironic Humor. "Archibald Higbee", "Perry Zoll", "Daisy Fraser".

e. Interpretation of higher types.

1. Joyous lives. "Hare Drummer", "Fiddler Jones", "Lucinda Matlock".
2. Tragedy which does not degrade. "Doc Hill", "Webster Ford".
3. Exaltation. "Father Malloy", "Arlo Will", "William H. Herndon".

f. Read "The Hill".

(NOTE: *Most of the poems selected for study are contained in the Monroe-Henderson collection listed in the References. Where "The Spoon River Anthology" is obtainable substitutions may be made.*)

REFERENCES

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47:201-262. 1918. (2)
52:363-. 1921. (2)
55:572-576. 1922. (2, 3)
The New Republic, Supplement April 17, 1915. (3)
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The Nation 111:566. 1920. (2)
119:388. 1924. (2)
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The Dial 73:457. 1922. (2)

TENTH MEETING

Date..... Place.....

Topic: Edwin Arlington Robinson

Of this poet, Louis Untermeyer says in *American Poetry Since 1900,* "...though Robinson exercises too Puritan a restraint upon his character as well as upon his passions, although much of his later work seems to have been written in the chill of autumnal moonlight, his performance occupies a leading place in American literature—a place not confined to this particular period. With his extraction of wisdom from knowledge, his hundred or more passages of profound but never pompous philosophy, his brilliantly turned phrases and mastery of a form beyond technique, he shares with Frost twin summits of our poetry—eminences to which no American poets, since Poe and Whitman, have ever attained."

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Edwin Arlington Robinson.**

a. Boyhood and education. Born in Maine and educated at Harvard.
b. Residence and work in New York City.
c. His association with the MacDowell Colony in Peterboro, New Hampshire.
d. Robinson the man.
e. His long career as a writer.
f. Slow recognition for his work despite President Roosevelt's championing.
g. Uninfluenced by the new poetry cults and isms.
h. The publication of *The Man Against the Sky* in 1916 and recognition from critics.
i. The Pulitzer Prize for his *Collected Poems* in 1921.
j. Long list of published works, from *Children of the Night* in 1897 to *Dionysus in Doubt* in 1925.
k. His plays.

SECOND PAPER: *By*.....

Subject: **General Consideration of Robinson's Work.**

a. *Children of the Night.*
1. "The House on the Hill". Its intricate villanelle form.

2. "Richard Cory."
3. The sonnets in this volume.

b. *Captain Craig.*
1. "The Field of Glory." Notice the commingling of irony and sympathy.
2. "Isaac and Archibald." Notice the keen and subtle character drawing.

c. *The Town Down the River.*
1. "The Master," one of the best poems on Lincoln.
2. "Calverly's."
3. "Leffingfell."
4. "How Annandale Went Out."
5. "Miniver Cheevy."

d. *The Three Taverns.*
1. "Demos."

e. *Avon's Harvest.*
1. "Caput Mortuum."

f. Other books by Robinson, *Collected Poems, Roman Bartholow, The Man Who Died Twice, Van Zorn* (a play), *The Porcupine* (a play), *Dionysus in Doubt.*

g. Some characteristics of Robinson's works, difficult, reticent, lacking in humor—cynicism, sympathy, irony, gloom, obscurity or clarity, etc.

h. As an interpreter of present-day America.

THIRD PAPER: *By*.....

Subject: **"The Man Against the Sky."**

a. The title poem.
1. What is the philosophical argument in this poem?
2. Its high and serious tone.

b. "Ben Jonson Entertains a Man from Stratford".
1. By many thought to be the finest and most human portrait ever drawn of Shakespeare.
2. Contrast the given characters of Jonson and Shakespeare.
3. Conversational and flowing style of the poem.
4. The ending—"O Lord, that House in Stratford!" Its significance.

c. "Flammonde."
1. Sympathy and mellowness in contrast with his more acrid poems.
2. Simple and severe in manner, other characteristics of style.

d. "The Clinging Vine":
1. Highly dramatic scene.
2. The irony of the title.

3. The close and exacting rhyme-scheme. (Notice this in most of Robinson's work.)

e. Reading of "John Gorham," "Eros Turannos," "Cassandra," followed by discussion.

f. The place of *The Man Against the Sky* in Robinson's work as a poet.

(NOTE: *Most of the poems selected for study are contained in the Monroe-Henderson collection. Where other volumes are obtainable substitutions may be made.*)

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ELEVENTH MEETING

Date..... Place.....

Topic: Robert Frost

Turning aside from the methods of the Local Color School which found New England a rich field for the collection of the quaint and picturesque, Robert Frost has expressed in native speech the poetry of the hard life north of Boston. "Willing to work with the tools he had upon the materials which lay at hand," he has striven to fashion "poems which should be shrewd or wise or beautiful in their own right." Whereas Masters looks cynically upon the cramped lives about him, Frost takes the point of view of a neighbor, not blind to the eccentricities, the grim tragedies of many lives, but seeing in them the essential beauty and pitifulness of human existence.

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Robert Frost.**

a. Ancestry, New England stock. Birth and childhood in San Francisco.

b. Return to New England. School days.

c. Interrupted college career. Various avocations while trying to write poetry. His marriage, the influence of his wife. Their stay at Cambridge.

d. Their return to New England and a New Hampshire farmer's life. Teaching for a living, while he continued to work at his poems. In twenty years they brought him in an average of ten dollars a year. Note that he was not tempted to copy more popular writers but kept obstinately individualistic in spite of poor returns.

e. Frost takes his family to England.

1. *A Boy's Will,* his first volume, was published in London in 1913.
2. Farming in England while writing *North of Boston.* English critics instantly recognized its worth.

f. American success.

1. The American publication of *North of Boston.* Success.
2. Publication of *Mountain Interval.*

3. Seven years between this and his latest book, *New Hampshire,* awarded the Pulitzer Prize for 1923. Note that his success has not tempted him to write hurriedly. Contrast Masters in this respect. Also compare the bulk of their work.

g. Since his return to America, Frost has taught at Amherst and the University of Michigan, and spent much time in New England.

h. Describe Frost the man, and give some idea of his daily life, the tasks he knows so well.

SECOND PAPER: *By*.....

Subject: **The Work of Frost Before 1920.**

(NOTE: *Most of the poems selected for study are contained in the Monroe-Henderson collection listed in the References. Substitutions may be made where other volumes are obtainable.*)

a. The background, the material of his poems. How does he differ from the New England School of Emerson and Lowell and from the Local Colorists in his attitude toward the life he describes?

b. The homeliness of the incidents used in his lyrics. Frost has experienced the actual toil of New England farming. Read "Going for Water", "After Apple-Picking", "An Old Man's Winter Night", from *A Boy's Will, North of Boston* and *Mountain Interval* respectively.

c. Descriptions of the beautiful. Read "My November Guest" and "Mowing", from *A Boy's Will.*

d. Characterization. Notice how clear are some of the speakers who have only one line, like the second man in "Mending Wall." Note the characters in "The Code". (These poems are from *North of Boston.*)

e. The somberness of his pictures of New England. Read "The Hill Wife" from *North of Boston* and "Storm Fear" from *A Boy's Will.* In his presentation entirely unrelieved? Compare the grimmer treatment in "Home Burial" and "A Servant to Servants" from *North of Boston.*

f. Whimsical treatment of characters, like those in "Mending Wall" and "The Code".

g. Dramatic power. Read one of the narrative poems from *North of Boston,* "Home Burial", "The Fear", "The Death of the Hired Man" or "The Code".

h. An estimate of his work. Compare *A Boys Will* with *North of Boston.* In the first volume he experimented in various accepted lyric forms, in the second he has written longer poems, mainly in blank verse. The attitude toward his materials is the same and

he shows little influence by other writers. Is there an advance in the quality and power of his work in *North of Boston?* Consider *Mountain Interval.* Though not so unified as the preceding volume, it somewhat refutes the charge of starkness applied to Frost's tragic pictures.

i. The place of Frost in contemporary American literature.

THIRD PAPER: *By*.....

Subject: **"New Hampshire."**

a. Study the title poems to which the other poems are "notes".

b. The "Notes", longer poems. The variety of his themes.

1. The somber in "The Census-Taker".
2. Union of the horrible and the ludicrous in "The Witch of Coös".
3. Brilliancy and gayety in "Wild Grapes".
4. Imaginative story bordering on the fantastic—"Paul's Wife".
5. Philosophical tone. Interpretation of the New Englander's intellectual passion in "The Star-Splitter". Study "A Star in a Stone-boat".

c. The "Grace Notes," shorter lyrics, showing variety and vividness in the expression.

1. Epigrammatic treatment in "Fire and Ice", "The Aim Was Song", "Plowmen", "Fragmentary Blue", "In a Disused Graveyard".
2. Intensity of feeling in a simple picture. "Stopping by Woods on a Snowy Evening".
3. Quiet enjoyment of beautiful things in daily life. "Dust of Snow", "A Boundless Moment", "A Hillside Thaw".
4. Philosophical turn in "The Kitchen Chimney".
5. Clearly etched pictures like "The Runaway".

d. Diction.

1. He talks his poems. Contrast with the singing lines of Edna St. Vincent Millay, for example.
2. Even his most subjective lyrics, such as "Fire and Ice" or "The Aim Was Song", are written in a conversational tone, in the idiom of daily speech. Compare Masters' use of the monologue form.
3. Notice the use of homely words and smiles. "After Apple-picking" is a good example. Note Van Doren's comment—Frost has "as a poet taken a leaf out of the book of men and women who would rather talk than sing, but who would also rather work than talk."

e. Versification—

1. Rhythm. Discuss Frost's theory concerning the accommodation of metre to the cadences of speech. Notice particularly his blank verse.
2. Rhyme. Note the definite pattern in poems which appear to be only casually rhymed. Examples—"Mowing" and "Storm Fear." In poems which follow closely a set pattern his rhymes are never obtrusive. Note "Blue Butterfly Day" and "Stopping by Woods on a Snowy Evening".

f. Summary. How has *New Hampshire* added to Frost's reputation?

(NOTE: Sections *d* and *e* of course relate to Frost's work as a whole, but are considered here for the sake of proportioning the lengths of the papers.)

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TWELFTH MEETING

Date..... Place.....

Topic: Edna St. Vincent Millay

Edna St. Vincent Millay is named by her most ardent admirers as the greatest woman poet America has produced; more conservative critics would place her certainly among the most eminent of our lyricists; and to the general public she is one of the most popular of modern poets. She has voiced the spirit of rebellion in youth and is remarkable for her interpretation of the feminine point of view, especially in her love lyrics.

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Edna St. Vincent Millay.**

a. Birth and childhood in Maine.

b. "Renascence", submitted in a prize contest and published in *The Lyric Year* 1912. Although this poem failed to win a prize it was noticed by a few critics and later recognized as a remarkable poem.

c. College career. Production of two plays. "Two Slatterns and a King" has been published.

d. Life in New York while writing and trying to sell her poetry. Various occupations, acting.

e. Success.

1. Publication of *Renascence and Other Poems.*
2. *Second April, A Few Figs from Thistles, The Harp-Weaver.*
3. The award of the Pulitzer Prize.

f. Travel and marriage.

g. The personality of Edna St. Vincent Millay.

SECOND PAPER: *By*.....

Subject: **The Poems of Edna St. Vincent Millay.**

a. Read "Renascence". (See volume *Renascence,* or Wilkinson's *New Voices.*)

1. Notice the casual simplicity of the opening, the mounting intensity, the mystic vision, the sustained tone of the poem.
2. Simplicity of the singing lines. A free lilting measure is here. Notice the metre and rhyme scheme, also the use of poetic phraseology which such realists as Frost would avoid.

b. In the short lyrics comment on—

1. Rapture, the ecstacy of beauty. Read "God's World".
2. Simplicity of expression, homely similies which are made to express song. Read "Ashes of Life", "Travel", "Recuerdo", and "Chorus".
3. Tenderness, union of whimsy and pathos. Read "Prayer to Persephone", "Epitaph".
4. Bitterness of disillusion which is youthful. "Spring".
5. A complete story in small compass. "The Shroud."

c. The expression of youthful recklessness, especially in *A Few Figs from Thistles.* What is your opinion of the worth of "Thursday" and "My Candle Burns at Both Ends"?

d. A woman's interpretation of love. Consider the sonnets especially in this connection. How does Miss Millay differ from other women writers of love poetry?

e. Estimate her place in modern American literature.

(NOTE: *Most of the poems selected for study here are contained in the Monroe-Henderson collection listed in the References. Substitutions may be made where other volumes are obtainable.*)

THIRD PAPER: *By*.....

Subject: **The Plays of Edna St. Vincent Millay.**

a. Plays written while at Vassar, "Two Slatterns and A King" and "The Princess Marries a Page."

1. Study "Two Slatterns and A King". Is the language suited to the quaint old tale? Notice the simplicity of production directions.

   (This play could easily be produced at a meeting.)

b. "The Lamp and the Bell". This play was written for the occasion and produced at the fiftieth anniversary of the founding of the Alumni Association of Vassar College. Review the play, and give some idea of its production. (See *The Theatre Magazine,* September, 1921.)

c. "Aria Da Capo".

1. Production by the Provincetown Players.
2. Publication in London and America. It has been one of the favorite poetic plays of Little Theatre groups.
3. Study the play, the plan of it, the overtones of deeper meaning, the union of the terrible and the gay. Is this an allegory on war?
4. If possible read the play in its entirety. At least read parts of it.

d. Estimate Miss Millay's achievement as a writer of poetic drama.

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THIRTEENTH MEETING

Date..... Place.....

Topic: Henry L. Mencken

H. L. Mencken is now the *enfant terrible* of the western world. Armed with a club, dirk, tank rifle, gas-mask, a liquid-fire squirt gun, and every known contrivance of illegitimate and legitimate warfare, he has destroyed more neighbor cats, broken up more china shops, and outraged more kindly souls who went protected under the aegis Victoria than any recorded person of similar youth and years. And in answer to the cry of pain and dismay from those class-conscious and conventionalized souls who may have happened to receive the toe of his muddy boot or a stab from one of his many weapons he makes no other reply than to lift his thumb respectfully to his nose. "My aim is", he says, "to combat by ridicule and invective American piety and stupidity and tin-pot morality."

FIRST PAPER: *By*.....

Subject: **A Study of Mencken's Life and Early Works.**

a. Birth and education in Baltimore. Of mixed German, Irish, and English descent.

b. Newspaper work in Baltimore, reporter, city editor of *The Baltimore Morning Herald,* on the staff of *The Baltimore Sun,* later on *The Baltimore Evening Sun.*

c. As editor (with George Jean Nathan) of *The Smart Set* from 1908 to 1923.

d. As editor (with George Jean Nathan) of *The American Mercury* since 1924.

e. As author, *Ventures Into Verse* (1901) to *Prejudices, Fourth Series* (1924.)

SECOND PAPER: *By*.....

Subject: **A Consideration of Mencken's Main Work (with the exception of his Prejudices) As a Critic.**

a. *A Book of Prefaces,* 1917.

1. Joseph Conrad.
2. Theodore Dreiser.
3. James Huneker.
4. Puritanism as a Literary Force.

b. *In Defense of Women.*

1. Notice the typical Mencken exaggeration and ribaldry.
2. What in a general way are some of the conclusions he arrives at concerning the place of women in American life?
3. Is the book to be taken seriously?
4. And what are some of the reasons for its popularity with women?

c. *The American Language.*

1. An example of his tremendous energy and wide interests.

d. Mencken wrote in 1905 and 1908 books on George Bernard Shaw and Friedrich Nietzsche. Consider the influence of these two men in *a* and *b* above.

e. Could you say that Mencken is lacking in reverence? In humor?

f. Consider the influence of his musical training upon his criticism.

THIRD PAPER: *By*.....

Subject: **"Prejudices."**

a. First Series.

1. Consider some of the authors and institutions attacked.
2. Do you agree with his chapter on the new poetry movement?
3. Can nothing be said in defense of the last of the Victorians, as he terms William Allen White?
4. How would you answer his chapter on the American Magazine?

b. Second Series.

1. The Sahara of the Bozart article has stirred up more wrath in the South than any criticsm ever written about us. Is it justified as a piece of criticism? Can it be answered? Is the boasting indulged in by North Carolina Babbitts (as Nell Battle Lewis calls our wide-awake boosters) of the same class as that from Georgia listed by Mencken on page 152?

c. Third Series.

1. On being an American.
2. Footnote on Criticism.

d. Fourth Series.

1. The American Tradition. What is the thesis of this chapter and is Mencken convincing in proving it?

e. Can Mencken be said to advance in his thought or does he merely repeat himself?

f. Does he have a definite point of view towards the world, that is, does he really believe in and subscribe to anything?

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FOURTEENTH MEETING

Date..... Place.....

Topic: Stuart P. Sherman

Stuart P. Sherman is without doubt one of the most forceful and clear-visioned critics America has produced. Possessed of tremendous learning in English literature and the orderly methods of a scholar, he has stood head and shoulders above the stony-ground critics and columnists since the day he first appointed himself keeper of America's literary credentials. Beholden to all the fires of insolence and rage which madden Mr. Mencken and his crew, he nevertheless has disciplined himself in the business of living, and with a tenacious integrity of will refuses before the spectacle of American democracy to be stampeded into the antics of the clown or the buffooneries of the mere word-slinger.

Even at the risk of incurring the wrath of all the modern roughnecks and professional pessimists, Sherman is hopeful about the world and is not slow to say so. There is much in existence to be thankful for, and living is not always an ugly senseless matter.

FIRST PAPER: *By*.....

Subject: **A Biographical Study of Stuart P. Sherman.**

a. His boyhood and education.

b. Career as a teacher at Northwestern University and at the University of Illinois.

c. Early work as a critic:

1. Contributor to *The Nation* during the editorship of Paul Elmer More.
2. His attacks on George Moore, H. G. Wells, Theodore Dreiser, and others.

d. Later work as a critic:

1. Developed a large following.
2. His place in American criticism before the War.

e. The war and the rise of the newer school headed by Mencken.

1. The repudiation of Sherman by many younger writers.
2. The rise of what may be called the two schools in American criticism, the left with Mencken, the right with Sherman.

f. Sherman's critical writings:

1. *On Contemporary Literature.*
3. *Puritans and Puritanism.*
4. *The Genius of America.*
5. *Points of View.*
6. *My Dear Cornelia.*

g. His work as an editor of text-books and as literary editor of the *New York Tribune.*

SECOND PAPER: *By*.....

Subject: **A General Consideration of Sherman As a Critic.**

a. *On Contemporary Literature* (the introduction and chapter 3).

1. What, according to Sherman in the introduction to this book, is the problem before the twentieth century writer?
2. In what way are his conclusions applied in his treatment of Theodore Dreiser in chapter 3?
3. Contrast Sherman's view of Dreiser with that presented by Mencken in his *Prefaces.*

b. *The Genius of America*:

1. Consider the different points of view expressed by different speakers in chapter 1.
2. What is the genius of America as set forth in this chapter?
3. Do you agree with Sherman's conclusions about education in chapter 6?

c. *My Dear Cornelia.*

1. Discuss the ideas about literature and life in general as held by the different characters (the Professor, Cornelia, her husband, the two children, and the writer Willys) in this book.
2. What are some of the points on which it is impossible for Cornelia and her children to meet? What solution could you offer?

THIRD PAPER: *By*.....

Subject: **"Points of View."**

a. "Towards an American Type" (chapter 1).

1. Are Sherman's arguments about the development of an American type of athletic asceticism convincing?

2. What are some of the "durable things" which he says the modern American type believes in and counts on?
3. What in reality then is the young American's religion?

b. "Unprintable" (chapter 3).
1. What are some of the questions put to be answered in the deciding whether a book is fit to print or not?
2. Would Sherman say that such an author as Harold Bell Wright or Thomas Dixon was immoral?

c. "On Falling in Hate" (chapter 6).
1. Who are some of the apostles of hate?
2. Do you agree to the author's list?
3. What are his conclusions about mid-western literature, its value in American life, etc.?

d. "On Falling in Love" (chapter 7).
1. What is his quarrel with the Dreiser-Hecht and Mencken school?
2. What is his conclusion about "falling in love"?

e. "American Style" (chapter 8).
1. Name some of the most outstanding characteristics of modern American style in speech and writing.
2. Contrasting with earlier style.

f. "The Significance of Sinclair Lewis" (chapter 10).
1. Lewis as a leader in the revolt of the Younger Generation.
2. Style.
3. Subject-matter in Lewis.
4. Social unrest.
5. Place of Lewis in contemporary American literature.
6. Faults in Lewis' work.

g. "A Note on Gertrude Stein" (chapter 15).

h. Summarize in a few words something of Sherman's views about the future of American life and letters in contrast with Mencken's attitude.

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The Princess Marries a Page. Shay, New York. (In preparation.)
Renascence and Other Poems. Mitchell Kennerley, New York. 1917.
Two Slatterns and a King. Stewart Kidd, Cincinnati. 1921.
(See also Shay, below.)

Monroe, Harriet, and Henderson, Alice C., *The New Poetry.* Macmillan, New York. 1923 edition.

Newman, Frances, *The Short Story's Mutations.* Huebsch, New York. 1925.

O'Brien, Edward J., *The Advance of the American Short Story.* Dodd, Mead, New York. 1923.

O'Neill, Eugene, *Beyond the Horizon.* Boni and Liveright, New York. 1920.
The Emperor Jones. Stewart, Kidd, Cincinnati. 1921.
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The Moon of the Caribbees. Boni and Liveright, New York. 1919.
(See also *Complete Works,* Boni and Liveright, New York. 1924. The plays named are included, also *Desire Under the Elms.*)

Overton, Grant, *American Nights' Entertainment.* Appleton, Doran, Doubleday, and Scribner. 1923.
Authors of the Day. Doran, New York. 1924.
Cargoes for Crusoes. Appleton, Doran, and Little, Brown. 1924.
The Women Who Make Our Novels. Moffat, Yard, New York. 1924.

Rascoe, Burton, *Theodore Dreiser.* McBride, New York. 1925.
H. L. Mencken. Knopf, New York. 1920. (With Vincent O'Sullivan.)

Redman, Ben Ray, *Edwin Arlington Robinson.* McBride, New York. 1925.

Robinson, Edwin Arlington, *Collected Poems.* Macmillan, New York. 1921.
Dionysius in Doubt. Macmillan, New York. 1925.
The Man Against the Sky. Macmillan, New York. 1916. (Included in *Collected Poems,* above.)

Sayler, Oliver M., *Our American Theatre.* Brentano's, New York. 1923.

Sedgwick, Henry D., *The New American Type.* Houghton, Mifflin, Boston. 1908.

Shay, Frank, (Editor) *Contemporary One-Act Plays of 1921 (American).* Stewart Kidd, Cincinnati. 1922. (Includes Millay's *Two Slatterns and a King* and O'Neill's *The Dreamy Kid.*) (With Pierre Loving).

Fifty Contemporary One-Act Plays. Stewart Kidd, Cincinnati. 1921. (Includes Millay's *Aria Da Capo* and O'Neill's *Ile.*)

The Provincetown Plays, (With George Cram Cook). Stewart Kidd, Cincinnati. 1921. (Includes Millay's *Aria Da Capo* and O'Neill's *Bound East for Cardiff.*)

A Treasury of Plays for Women. Little, Brown, Boston. 1923. (Includes Millay's *The Lamp and the Bell,* and O'Neill's *Before Breakfast.*)

Sherman, Stuart P., *Americans.* Scribner's, New York. 1922.

My Dear Cornelia. Atlantic Monthly Press, Boston. 1924.

On Contemporary Literature. Holt, New York. 1917.

Points of View. Scribner's, New York. 1924.

Untermeyer, Louis, *American Poetry Since 1900.* Holt, New York. 1923.

The New Era in American Poetry. Holt, New York. 1919.

Van Doren, Carl, *Contemporary American Novelists.* Macmillan, New York. 1922.

James Branch Cabell. McBride, New York. 1925.

Many Minds. Knopf, New York. 1924.

Wharton, Edith, *The Age of Innocence.* Appleton, New York. 1920.

Ethan Frome, Scribner's, New York. 1911.

The House of Mirth, Scribner's, New York. 1914.

The Old Maid. Appleton, New York. 1924.

Xingu and Other Stories. Scribner's, New York. 1916.

Wilkinson, Marguerite, *New Voices.* Macmillan, New York. 1919.

Williams, Blanche Colton, *Our Short Story Writers.* Moffat, Yard, New York. 1920.

Wood, Clement, *Poets of America.* Dutton, New York. 1925.

Woollcott, Alexander, *Shouts and Murmurs.* Century, New York. 1922.

BIOGRAPHICAL NOTES FROM WHO'S WHO—1924-1925

Anderson, Sherwood, was born in Camden, Ohio, September 13, 1876, the son of Irwin and Emma Smith Anderson. He was educated in the public schools; married Tennessee Mitchell Anderson, of Chicago, August 1, 1916. Author of Windy McPhearson's Son, 1916; Marching Men, 1918; Mid-American Chants (poems), 1918; Winesburg, Ohio, 1919; Poor White, 1920; The Triumph of the Egg, 1921; Many Marriages, 1922; Horses and Men, 1923; A Story Teller's Story, 1924. Address: 116 W. 13th Street, New York, N. Y.

Cabell, James Branch, was born in Richmond, Virginia, April 14, 1879, the son of Robert Gamble and Anne Branch Cabell. Graduated at William and Mary, 1898, with A.B. degree; married Priscilla, daughter of William Joseph Bradley, of "Auburn," Charles City Co., Virginia, November 8, 1913. Instructor in French and Greek, William and Mary, 1896-7; worked in pressroom Richmond Times, 1898; on staff New York Herald, 1899-1901, and Richmond Virginia News, 1901; contributed short stories, etc., to magazines, 1902-1910; and conducted genealogical and original research work in America, France, Ireland, and England; engaged in coal-mining in West Virginia in 1911-1912; genealogist Va. S. R. 1919-1920; historian Virginia Society Colonial Wars, 1916—and Virginia Society S. A. R., 1917—; president Virginia Writers' Club, 1918-1921; editor Virginia War History Commn. 1919—. Member Kappa Alpha (Southern), fraternity, Phi Beta Kappa. Episcopalian. Author: The Eagle's Shadow, 1904; The Line of Love, 1905; Gallantry, 1907; The Cords of Vanity, 1909; Chivalry, 1909; The Soul of Melicent (reissued as Domnei), 1913; The Rivet in Grandfather's Neck, 1915; The Certain Hour, 1916; Joseph Hergesheimer, 1921; The Jewel Merchants; From the Hidden Way, 1916; The Cream of the Jest, 1918; Beyond Life, 1919; Jurgen, 1919; The Judging of Jurgen, 1920; Figures of Earth, 1921; Taboo, 1921; Joseph Hergesheimer, 1921; The Jewel Merchants, 1921; The Lineage of Lichfield, 1922; The High Place, 1923; Straws and Prayerbooks, 1924. (Genealogy), Brachiana, a Record of the Branch Family in Virginia, 1906; Branch of Abingdon, a Record of the Branch Family in England, 1911; The Majors and Their Marriages, 1915. Home: Dumbarton Grange, Dumbarton, Virginia.

Cather, Willa Sibert, was born in Winchester, Virginia, December 7, 1876, the daughter of Charles F. and Mary Virginia Boak Cather. She graduated with the B.A. degree from the University of Nebraska, in 1895, and took her Litt.D. degree in 1917; unmarried. On staff of Pittsburgh Daily Leader, 1897-1901; associate editor McClure's Magazine, 1906-1912. Author: April Twilights, 1903; The Troll Garden, 1905;

Alexander's Bridge, 1912; O Pioneers, 1913; The Bohemian Girl, 1912; The Song of the Lark, 1915; My Antonia, 1918; Youth and the Bright Medusa, 1920; One of Ours (Pulitzer prize novel), 1922; A Lost Lady, 1923; also magazine writer. Home: 5 Bank Street, New York, N. Y.

Dreiser, Theodore, journalist, was born in Terre Haute, Indiana, August 27, 1871, the son of John Paul and Sarah Schnab Dreiser. Attended public schools of Warsaw, Indiana, and Indiana University. Married Sarah Osborne White of St. Louis, Mo., December 28, 1898. Entered newspaper work, Chicago Daily Globe, June 15, 1892; dramatic editor and traveling correspondent St. Louis Globe-Democrat, 1892-3; editor Every Month (literary and musical magazine), 1895-8; subsequently in special work for Harper's, McClure's, Century, Cosmopolitan and Munsey's; editor of Smith's Magazine, 1905-6; managing editor Broadway Magazine, 1906-7; editor-in-chief of the Butterick Publications (Delineator, Designer, New Idea, English Delineator), 1907-1910. Organized National Child Rescue Campaign, November 1907. Clubs: Salmagundi, Economic. Author: Sister Carrie (novel), 1900; Jennie Gerhardt, 1911; The Financier, 1912; A Traveler at Forty, 1913; The Titan, 1914; The Genius, 1915; Plays of the Natural and the Supernatural, 1916; A Hoosier Holiday, 1916; Free and Other Stories, 1918; Twelve Men, 1919; The Hand of the Potter (tragedy), 1919; Hey Rub-a-Dub-Dub—a Book of Essays and Philosophy, 1920; Book About Myself, 1922; The Color of a Great City, 1923; An American Tragedy, 1925. Home: 118 W. 11th Street. Address: Care Boni and Liveright, Pubs., 61 W. 48th Street, New York, N. Y.

Frost, Robert, was born in San Francisco, March 26, 1875; son of William Prescott and Belle Moody Frost. Student at Dartmouth, 1892; Harvard, 1897-9; M.A. Amherst, 1917; University of Michigan, 1922; L.H.D., University of Vermont, 1923. Married Elinor M. White of Lawrence, Mass., December 28, 1895. Farmer at Derry, New Hampshire, 1900-5; teacher of English, Pinkerton Academy, Derry, 1905-11; teacher of psychology, N. H. State Normal School, Dartmouth, N. H., 1911-12; in England, 1912-15; professor English Amherst College, 1916-20 and since 1923; poet in resident University of Michigan, 1921-23. Author: (poems) A Boy's Will, 1913; North of Boston, 1914; Mountain Interval, 1916; New Hampshire, 1923. Home: S. Shaftsbury, Vermont.

Hergesheimer, Joseph, was born in Philadelphia, Pa., February 15, 1880, the son of Joseph and Helen Janet MacKellar Hergesheimer. For a short period he attended a Quaker school in Philadelphia and Pennsylvania Academy of Fine Arts. He married Dorothy Hamphill of West Chester, Pa., 1907. Author: The Lay Anthony, 1914; Mountain Blood, 1915; The Three Black Pennys, 1917; Gold and Iron, 1918; Java

Head, 1919; The Happy End, 1919; Linda Condon, 1919; Steel, 1920; San Cristobal de la Habana, 1920; Cytherea, 1921; The Bright Shawl, 1922; The Presbyterian Child, 1923; also contributor to magazines. Home: The Dower House, West Chester, Pa.

Lewis, Sinclair, was born at Sauk Center, Minnesota, February 7, 1885, the son of Edwin J. (M.D.), and Emma (Kermott) Lewis. A.B. Yale, 1907. Married Grace Livingstone Hegger, of New York City, April 15, 1914. Reporter New Haven Journal and Courier, San Francisco Bulletin, Associated Press, etc., successively assistant editor or editor Translantic Tales, Volta Review, Frederick A. Stokes Co., Adventure, Publishers' Newspaper Sundicate, and editor George H. Doran Co., to 1916. Author: (novels) Our Mr. Wrenn, 1914; The Trail of the Hawk, 1915; The Job, 1917; The Innocents, 1917; Free Air, 1919; Main Street, 1920; Babbitt, 1922; Arrowsmith, 1925; also play, Hobohemia, produced in New York, 1919. Contributed short stories to Century, Saturday Evening Post, etc. Address: Care of Alfred Harcourt, 383 Madison Avenue, New York, N. Y.

Masters, Edgar Lee, was born in Garnett, Kansas, August 23, 1869; the son of Hardin Wallace and Emma J. Dexter Masters. He attended high school and Knox College, Illinois. Studied law in his father's office and admitted to the bar in 1891. Married Helen Masters, daughter of Robert E. Jenkins, of Chicago, June 21, 1898 (divorced). Member of Chicago and Illinois bar associations. Author: A Book of Verses, 1898; Maximilian (drama in blank verse), 1902; The New Star Chamber and Other Essays, 1904; Blood of the Prophets, 1905; Althea (play), 1907; The Trifler (play), 1908; Spoon River Anthology, 1915; Songs and Satires, 1916; The Great Valley, 1916; Toward the Gulf (poems), 1918; Starved Rock (poems), 1919; Mitch Miller, 1920; Open Sea, 1921; Children of the Market Place, 1922; Domesday Book, 1920; The New Spoon River, 1924. Member National Institute of Arts and Letters. Office: 127 N. Dearborn Street, Chicago, Illinois.

Mencken, Henry Louis, was born in Baltimore, September 12, 1880, the son of August and Anna (Abhan) Mencken. He graduated from the Baltimore Polytechnic, 1896; unmarried. Reporter, 1889; city editor, 1903-5, Baltimore Morning Herald; editor Evening Herald, 1905; on staff Baltimore Sun, 1906-17; Evening Sun, 1919—; literary critic The Smart Set, 1908-23; and editor of same with George Jean Nathan, 1908-23; co-editor of The American Mercury, 1923—; contributing editor The Nation since 1921. Author: Ventures Into Verse, 1901; George Bernard Shaw, His Plays, 1905; The Philosophy of Friedrich Nietzsche, 1908; Men versus the Man with R. R. la Monte, 1910; The Artist, 1912; Europe After 8:15 with George Jean Nathan and Willard H. Wright, 1914; A Book of Burlesques, 1916; A Little Book in C Major, 1916; A Book of Prefaces, 1917; In Defense of Women, 1917; German trans-

lation, 1922; Damn: A Book of Calumny, 1917; The American Language, 1918, revised edition, 1922; Prejudices, First Series, 1919; Second Series, 1920; Third Series, 1922; Fourth Series, 1924; The American Credo with G. J. Nathan, 1920, revised edition, 1922; Heliogabalus with G. J. Nathan, 1920, German translation, 1921. Editor: The Players Edition of Ibsen's Plays, 1909; The Free Lance Books, 1919—. Home: 1524 Hollins Street, Baltimore. Office: 220 W. 42nd Street, New York, N. Y.

Millay, Edna St. Vincent, was born in Rockland, Maine, February 22, 1892, the daughter of Henry Tolman and Cora Buzzelle Millay. A.B. Vassar, 1917. Married Eugen Jan Boissevain, 1923. Author: Renascence and Other Poems, 1917; A Few Figs from Thistles, 1920; Second April, 1921; Aria da Capo, 1921; The Harp-Weaver and Other Poems, 1923. Winner Pulitzer Prize, 1922, for best volume of verse. Address: Harper Brothers, New York, N. Y.

O'Neill, Eugene Gladstone, playwright, was born in New York City, October 16, 1888, son of James and Ella Quinlan O'Neill. Student at Princeton, 1906-7; Harvard, 1914-15. Married Kathleen Jenkins, of New York, 1909 (divorced, 1912); married second time, Agnes Boulton Burton, of London, England, April 12, 1918. Successively in various lines of business in United States, Central and South America; at sea two years; actor in vaudeville version of "Monte Cristo," and reporter on New London (Conn.) Telegraph. Has devoted attention to playwriting since 1914. Member of Authors' League of America; Society of American Dramatists and Composers; American Institute of Arts and Letters. Clubs: Harvard (New York); Coffee House. Author: (plays) The Moon of the Caribees, and other plays of the sea, 1919; Beyond the Horizon, 1919; Emperor Jones, 1921; Diff'rent, 1921; The Straw, 1921; Gold, 1921; Anna Christie, 1922; The First Man, 1922; The Hairy Ape, 1922; The Fountain, 1923; All God's Chillun Got Wings, 1923; Desire Under the Elms, 1924. Home: Ridgefield, Conn.

Robinson, Edwin Arlington, was born at Head Tide, Maine, December 22, 1869, the son of Edward and Mary E. Palmer Robinson. Educated at Gardiner, Maine, and Harvard University, 1891-2; (Litt.D., Yale, 1922). Member of National Institute Arts and Letters. Author: The Torrent and the Night Before, 1896; The Children of the Night, 1897, 1905; Captain Craig (poems), 1902; The Town Down the River, 1910; Van Zorn (play), 1914; The Porcupine (play), 1915; The Man Against the Sky (poems), 1916; Merlin (poem), 1917; Launcelot (poem), 1920; The Three Taverns (poems), 1920; Avon's Harvest (poem), 1921; Collected Poems, 1921; winner of Pulitzer Prize of $1,000; Roman Bartholow (poem), 1923; The Man Who Died Twice (poem), 1924; Dionysus in Doubt, 1925. Address: Dedoux & Co., 99 John Street, New York, N. Y.

Sherman, Stuart Pratt, college professor, was born at Anita, Iowa, October 1, 1881, the son of John and Ada Martha Pratt Sherman; A.B., Williams, 1903; A.M., Harvard, 1904; Ph.D., 1906; L.H.D., Williams, 1922. Married Ruth Bartlett Mears of Williamston, Massachusetts, December 25, 1906. Instructor in English, Northwestern University, 1906-7; associate in English, 1907-8, assistant professor, 1908-9, associate professor, 1909-11; professor 1911-24, University of Illinois; literary editor New York Herald and Tribune, 1924—. Member American Academy of Arts and Letters, 1923; Phi Beta Kappa (Williams). Editor: Treasure Island(1911; Coriolanus (in Tudor Shakespeare), 1912; A Book of Short Stories, 1914; Ford's 'Tis Pity and the Broken Heart, 1915. Associate editor Cambridge History of American Literature, 1917; The Scarlet Letter, 1919; The Sand-Flaubert Letters with A. L. Mackenzie, 1921; Essays and Poems of Emerson, 1921; Leaves of Grass, 1922; The Poetical Works of Joaquin Miller, 1923; American Prose Masters, 1923. Author: Matthew Arnold, 1917; On Contemporary Literature, 1917; Americans, 1922; The Genius of America, 1923; Points of View, 1924; My Dear Cornelia, 1924. Contributor to various journals. Clubs: Authors (New York). Address: New York Herald and Tribune, New York, N. Y.

Wharton, Edith (Newbold Jones), novelist, was born in New York, 1862, the daughter of George Frederic and Lucretia Stevens (Rhinelander) Jones. Educated at home. Married Edward Wharton, of Boston, 1885. Author: The Greater Inclination, 1899; The Touchstone, 1900; Crucial Instances, 1901; The Valley of Decision, 1902; Sanctuary, 1903; The Descent of Man, and Other Stories, 1904; Italian Villas and Their Gardens, 1904; Italian Backgrounds, 1905; The House of Mirth, 1905; Madame de Treymes, 1907; The Fruit of the Tree, 1907; The Hermit and the Wild Woman, 1908; Motor-flight Through France, 1908; Artemis to Actæon, 1909; Tales of Men and Ghosts, 1910; The Reef, 1912; The Custom of the Country, 1913; Xingu, 1916; Fighting France, 1915; Summer, 1917; The Marne, 1918; In Morocco, 1919; The Age of Innocence, 1920; Glimpses of the Moon, 1922; A Son at the Front, 1923; Old New York, 1924. Officer Legion of Honor of France and of Leopold of Belgium. Address: Care of Munroe & Co., Paris, France.

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